DOCUMENT RESUME

ED 109 928 FL 007 028

| | |
|---|---|
| TITLE | ELT Documents, January 1975. |
| INSTITUTION | British Council, London (England). English-Teaching Information Centre. |
| PUB DATE | Jan 75 |
| NOTE | 108p. |
| EDRS PRICE | MF-$0.76 HC-$5.70 PLUS POSTAGE |
| DESCRIPTORS | Audio Equipment; Audiolingual Methods; Audiovisual Aids; Comics (Publications); Instructional Films; *Language Instruction; *Language Laboratories; *Language Laboratory Equipment; Language Laboratory Use; Learning Activities; Magnetic Tape Cassette Recorders; Pattern Drills (Language); Programed Instruction; Resource Materials; Second Language Learning; Student Attitudes; Teacher Attitudes; Teaching Methods |
| IDENTIFIERS | Functional Linguistics |

ABSTRACT

The theme of this issue of ELT Documents is the use of the language laboratory in language learning. An article by A. Maley summarizes the conference on the use of the language laboratory for advanced learners, held in Paris, 2-4 Oct. 1974, from which two main perspectives emerged. One is critical of the structuralist audio-lingual assumptions which determined the format of practice materials, the pattern of student response and the design of the language laboratory. Implicit in this stance is the advocacy of communicative goals for language learning. The other perspective is directed more to refining applications of the language laboratory through a diagnosis of operational and pedagogic problems and the development of policies and programs which ensure its more effective exploitation. These two standpoints are illustrated in the following articles. Philip Riley's article explores the implications of the functional approach for the language laboratory; David Harper's article draws attention to the human factors that determine the success of language laboratory instruction; and Robin James' article on alternative audio systems presents alternative resources. Also featured in this issue is a bibliography of children's comics and audiovisual materials for language instruction. (Author/AM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED109928

FL007028

# ELT Documents (75/1)

# English Teaching Information Centre

The British Council 10 Spring Gardens London SW1A 2BN

## CONTENTS

page

INTRODUCTION 1

MAIN ARTICLES

Conference on the Use of the Language Laboratory for Advanced Learners
Paris. 2-4 October 1974 2

The Language Laboratory: Implications of The Functional Approach
Philip Riley 8

Orientation and Attitude formation in the Language Laboratory
D Harper 13

Audio Equipment for Language Learning
R James 17

NEWS ITEMS 21

ADDITIONS TO ETIC ARCHIVES 26

INDEX TO MAIN ARTICLES IN ELT DOCS 71/1 to 74/4 32

SUPPLEMENTARY BIBLIOGRAPHY 35

RESOURCES - CAMBRIDGE EXAMINATIONS; CHILDREN'S COMICS 47

## INTRODUCTION

THE THEME of this issue of ELT Documents is firmly established by Alan Maley's lucid and comprehensive summary of the conference on the use of the language laboratory for advanced learners which was held in Paris, 2-4 October, 1974.

EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED109928

# English Teaching Information Centre

The British Council 10 Spring Gardens London SW1A 2BN

CONTENTS

page

INTRODUCTION 1

MAIN ARTICLES

Conference on the Use of the Language Laboratory for Advanced Learners
Paris. 2-4 October 1974 2

The Language Laboratory: Implications of The Functional Approach
Philip Riley 8

Orientation and Attitude formation in the Language Laboratory
D Harper 13

Audio Equipment for Language Learning
R James 17

NEWS ITEMS 21

ADDITIONS TO ETIC ARCHIVES 26

INDEX TO MAIN ARTICLES IN ELT DOCS 71/1 to 74/4 32

SUPPLEMENTARY BIBLIOGRAPHY 35

RESOURCES - CAMBRIDGE EXAMINATIONS; CHILDREN'S COMICS 47

FL007028

## INTRODUCTION

THE THEME of this issue of ELT Documents is firmly established by Alan Maley's lucid and comprehensive summary of the conference on the use of the language laboratory for advanced learners which was held in Paris, 2-4 October, 1974.

Two main perspectives on the role of the language laboratory emerged. One is critical of the structuralist audio-lingual assumptions which determined the format of practice materials, the pattern of student response and the design of the language laboratory. Implicit in this stance is the advocacy of communicative goals for language learning. There is also a search for participatory materials which diversify the drill functions of the language laboratory and a concern to define its particular capacities. The other perspective is directed more to refining applications of the language laboratory through a diagnosis of operational and pedagogic problems and the development of policies and programmes which ensure its more effective exploitation. These two standpoints are illustrated in this issue. Philip Riley's article explores the implications of the functional approach for the language laboratory (the contemporary linguistic context for Mr Riley's critique can be read in ELT Documents 73/6 and 74/3, which report on the notional syllabus and its application to a unit-credit scheme for adults). David Harper's article, 'Orientation and Attitude Formation in the Language Laboratory', draws attention to the human factors that determine the success of language laboratory instruction. It describes the variables that influence psychological adjustment to learning conditions created by the language laboratory and prescribes precautions which should inform any application of educational technology. On a more practical level, for those who for any reason question the inevitability of the format of the conventional language laboratory, Robin James's article on alternative audio-systems presents alternative resources. Acknowledgements to Melanges Pédagogiques, published by CRAPEL, the Centre de Recherche et d'Application Pédagogiques en Langues, for the article by Philip Riley.

---

## CONFERENCE ON THE USE OF THE LANGUAGE LABORATORY FOR ADVANCED LEARNERS - Paris 2 - 4 October 1974 - A Maley

---

THE CONFERENCE was jointly planned by the Goethe Institut and the British Council in Paris. It brought together 15 speakers from France, Germany and Great Britain to discuss the role of the language laboratory in advanced teaching.

The language laboratory is no longer so fashionable as it once was. The honeymoon is over. A period of disenchantment has set in. The purpose of the Conference was to look as objectively as possible at what is being and can be done with the laboratory and to re-define its role.

The following papers were given:

Sur quelques problèmes posés par l'utilisation de textes 'réels' en laboratoire de langues - Prof Jean David, Université de Petz.

Une méthode de choix et d'exploitation de textes continus en laboratoire de langues - Madame Cécile Jourdan, Ecole Nationale d'Administration, Paris.

The sonata principle in language laboratory materials - Robert O'Neill.

Hörverständnisübungen mit autentischern Material - Klaus Adler. Goethe Institut, Berlin.

Two main perspectives on the role of the language laboratory emerged. One is critical of the structuralist audio-lingual assumptions which determined the format of practice materials, the pattern of student response and the design of the language laboratory. Implicit in this stance is the advocacy of communicative goals for language learning. There is also a search for participatory materials which diversify the drill functions of the language laboratory and a concern to define its particular capacities. The other perspective is directed more to refining applications of the language laboratory through a diagnosis of operational and pedagogic problems and the development of policies and programmes which ensure its more effective exploitation. These two standpoints are illustrated in this issue. Philip Riley's article explores the implications of the functional approach for the language laboratory (the contemporary linguistic context for Mr Riley's critique can be read in ELT Documents 73/6 and 74/3, which report on the notional syllabus and its application to a unit-credit scheme for adults). David Harper's article, 'Orientation and Attitude Formation in the Language Laboratory', draws attention to the human factors that determine the success of language laboratory instruction. It describes the variables that influence psychological adjustment to learning conditions created by the language laboratory and prescribes precautions which should inform any application of educational technology. On a more practical level, for those who for any reason question the inevitability of the format of the conventional language laboratory, Robin James's article on alternative audio-systems presents alternative resources. Acknowledgements to Melanges Pédagogiques, published by CRAPEL, the Centre de Recherche et d'Application Pédagogiques en Langues, for the article by Philip Riley.

---

## CONFERENCE ON THE USE OF THE LANGUAGE LABORATORY FOR ADVANCED LEARNERS - Paris 2 - 4 October 1974 - A Maley

---

THE CONFERENCE was jointly planned by the Goethe Institut and the British Council in Paris. It brought together 15 speakers from France, Germany and Great Britain to discuss the role of the language laboratory in advanced teaching.

The language laboratory is no longer so fashionable as it once was. The honeymoon is over. A period of disenchantment has set in. The purpose of the Conference was to look as objectively as possible at what is being and can be done with the laboratory and to re-define its role.

The following papers were given:

Sur quelques problèmes posés par l'utilisation de textes 'réels' en laboratoire de langues - Prof Jean David, Université de Petz.

Une méthode de choix et d'exploitation de textes continus en laboratoire de langues - Madame Cécile Jourdan, Ecole Nationale d'Administration, Paris.

The sonata principle in language laboratory materials - Robert O'Neill.

Hörverständnisübungen mit autentischern Material - Klaus Adler. Goethe Institut, Berlin.

Arbeitsformen im Sprachlabor und das Prinzip der Individualisierung - Bruno Schneider; University of Freiburg.

Attitudes, orientation and materials in language laboratory work - D P L Harper; British Council, London.

Sprachlaborübungen im Kommunikativen Fremdsprachenunterricht - H J Krumm, University of Tübingen.

Quelques réflexions du CREDIF au subjet du laboratoire de langues - Charles de Margerie, CREDIF, Paris.

The language laboratory: implications of the functional approach - Philip Riley, CRAPEL, Nancy.

Quelques problèmes posés par l'utilisation de laboratoire de langues dans l'enseignement supérieur - Mme Odette Eyssauttier, University of Bordeaux.

Probleme bei der Erstellung von situativen Sprachlaborübungen im Rahmen einen Korrektivkurses Grammatik für Studierende der Anglistik - Herbert Rongon, University of Bochum.

A student-centred approach to language laboratory methodology - Leslie Dickinson, Moray House, Edinburgh.

Techniques d'approches possibles pour l'acquisition de structures phonologiques, lexicologiques et grammaticales dans les laboratoires - Guy Levierge, University of Nancy.

Zur Herstellung von Tonbandübungen für Fortgeschrittene - Ulrich Eisenberg, Goethe Institute, Göttingen.

Problems and principles in role-simulation - T F Johns, University of Birmingham.

## Summaries of Papers

It will not be possible to give detailed summaries of all the above papers. Instead, some of the papers which seemed to open up new and constructive possibilities have been singled out.

Dickinson's main concern was with how to help students to continue to learn without the constant presence of the teacher. He suggested that advanced students be taught some of the procedures which we, as teachers, use.

'I wish to suggest that in advanced-language courses a component is included in which learners are taught to use recordings of the spoken language for their own language study. Eventually the student himself would identify needs in his own language learning, choose appropriate recordings, pose questions to himself about those recordings, and try to answer them (those he cannot answer he consults the teacher about), and would choose, from a list of suggestions, exercise types which he could use to do further work on the recorded material.'

To achieve this aim the student would need the following kind of training:

Arbeitsformen im Sprachlabor und das Prinzip der Individualisierung - Bruno Schneider; University of Freiburg.

Attitudes, orientation and materials in language laboratory work - D P L Harper; British Council, London.

Sprachlaborübungen im Kommunikativen Fremdsprachenunterricht - H J Krumm, University of Tübingen.

Quelques réflexions du CREDIF au subjet du laboratoire de langues - Charles de Margerie, CREDIF, Paris.

The language laboratory: implications of the functional approach - Philip Riley, CRAPEL, Nancy.

Quelques problèmes posés par l'utilisation de laboratoire de langues dans l'enseignement supérieur - Mme Odette Eyssauttier, University of Bordeaux.

Probleme bei der Erstellung von situativen Sprachlaborübungen im Rahmen einen Korrektivkurses Grammatik für Studierende der Anglistik - Herbert Rongon, University of Bochum.

A student-centred approach to language laboratory methodology - Leslie Dickinson, Moray House, Edinburgh.

Techniques d'approches possibles pour l'acquisition de structures phonologiques, lexicologiques et grammaticales dans les laboratoires - Guy Levierge, University of Nancy.

Zur Herstellung von Tonbandübungen für Fortgeschrittene - Ulrich Eisenberg, Goethe Institute, Göttingen.

Problems and principles in role-simulation - T F Johns, University of Birmingham.

## Summaries of Papers

It will not be possible to give detailed summaries of all the above papers. Instead, some of the papers which seemed to open up new and constructive possibilities have been singled out.

Dickinson's main concern was with how to help students to continue to learn without the constant presence of the teacher. He suggested that advanced students be taught some of the procedures which we, as teachers, use.

'I wish to suggest that in advanced-language courses a component is included in which learners are taught to use recordings of the spoken language for their own language study. Eventually the student himself would identify needs in his own language learning, choose appropriate recordings, pose questions to himself about those recordings, and try to answer them (those he cannot answer he consults the teacher about), and would choose, from a list of suggestions, exercise types which he could use to do further work on the recorded material.'

To achieve this aim the student would need the following kind of training:

a. Training in self-monitoring to develop his self-confidence and critical sense. To achieve this, an attitude would have to be engendered whereby it would be praiseworthy to detect one's own errors.

Exercise types suggested included:

the identification of the errors on tape of learners at an earlier stage of learning;

mutual monitoring;

the keeping of personal records of errors.

b. Training in active listening techniques by developing a listening strategy (assemble previous knowledge on the subject, question 'What is the speaker trying to tell me?', listen carefully to confirm/refute hypotheses, constantly review/revise hypotheses).

c. Training in the use of production exercises, showing the student how exercise types function and suggesting the use of certain types for given texts.

Clearly this sort of work explodes the traditional laboratory. It necessitates the creation of tape libraries for the student to draw upon.

In practice, how would this work?

'The day-to-day operation of the approach I am recommending might be something like the following. The student takes a recording from the library or uses one he has made himself; he listens to it, or part of it, and then selects an excerpt of about five minutes for close study. This may be selected because the student finds it especially interesting or because it exhibits certain language features that he is interested in - for example, for his project work - or because the catalogue information tells him that this particular excerpt contains features that he wishes to practise.

The most obvious kind of language work a student might do on such excerpts is perhaps listening comprehension. A convention might be established whereby the student always attempts to give the excerpt a suitable title and whereby he produces at least two global comprehension questions after the first or second listening; he would then seek to answer these questions with more intensive listening. More detailed questions would arise with this closer listening; these would most often be questions on such things as word and idiom meaning, the meaning or function of an unusual syntactic feature, an unfamiliar word order, or the use of a tense in an unfamiliar context. A great deal of useful work in comprehension can be done with note taking exercises on appropriate texts, and subsequent exercises on reconstructing the notes - though this would entail training in a set of note-taking conventions. (See Dakin (1973) pp 105-111). Of course, the student will frequently not be able to answer all the questions he asks himself, and he will probably not be confident of all the answers he _is_ able to give. So he would be encouraged to note down his problems and to use whatever resources exist to find the answers. Such resources would include a dictionary, perhaps a dictionary of idioms, and a good pedagogical grammar (or even, for more linguistically sophisticated students, a linguistic grammar such as - for English - the University edition of _A Grammar of Contemporary English_ (Quirk et al). The teacher, of course, would be a major source of information. Notice that here the usual teacher-student relationship is reversed in one important respect. Now the student is asking the teacher

a. Training in self-monitoring to develop his self-confidence and critical sense. To achieve this, an attitude would have to be engendered whereby it would be praiseworthy to detect one's own errors.

Exercise types suggested included:

the identification of the errors on tape of learners at an earlier stage of learning;

mutual monitoring;

the keeping of personal records of errors.

b. Training in active listening techniques by developing a listening strategy (assemble previous knowledge on the subject, question 'What is the speaker trying to tell me?', listen carefully to confirm/refute hypotheses, constantly review/revise hypotheses).

c. Training in the use of production exercises, showing the student how exercise types function and suggesting the use of certain types for given texts.

Clearly this sort of work explodes the traditional laboratory. It necessitates the creation of tape libraries for the student to draw upon.

In practice, how would this work?

'The day-to-day operation of the approach I am recommending might be something like the following. The student takes a recording from the library or uses one he has made himself; he listens to it, or part of it, and then selects an excerpt of about five minutes for close study. This may be selected because the student finds it especially interesting or because it exhibits certain language features that he is interested in - for example, for his project work - or because the catalogue information tells him that this particular excerpt contains features that he wishes to practise.

The most obvious kind of language work a student might do on such excerpts is perhaps listening comprehension. A convention might be established whereby the student always attempts to give the excerpt a suitable title and whereby he produces at least two global comprehension questions after the first or second listening; he would then seek to answer these questions with more intensive listening. More detailed questions would arise with this closer listening; these would most often be questions on such things as word and idiom meaning, the meaning or function of an unusual syntactic feature, an unfamiliar word order, or the use of a tense in an unfamiliar context. A great deal of useful work in comprehension can be done with note taking exercises on appropriate texts, and subsequent exercises on reconstructing the notes - though this would entail training in a set of note-taking conventions. (See Dakin (1973) pp 105-111). Of course, the student will frequently not be able to answer all the questions he asks himself, and he will probably not be confident of all the answers he is able to give. So he would be encouraged to note down his problems and to use whatever resources exist to find the answers. Such resources would include a dictionary, perhaps a dictionary of idioms, and a good pedagogical grammar (or even, for more linguistically sophisticated students, a linguistic grammar such as - for English - the University edition of A Grammar of Contemporary English (Quirk et al). The teacher, of course, would be a major source of information. Notice that here the usual teacher-student relationship is reversed in one important respect. Now the student is asking the teacher genuine questions to which real answers are required instead of the more usual pattern in which the teacher asks the student questions to which he already knows the answers, with the purpose of getting the student to show he has understood the excerpt!

Dickinson also suggests the creation of projects which the student would work on, using the tapes as raw material.

The recordings could also be used as a basis for writing of various kinds:

a. Transcription of the excerpt.

b. Heightening; that is, producing a spoken prose version of a sample of spontaneous speech. (This is a useful exercise in that it frequently produces interesting stylistic and syntactic problems.)

c. Summarising the excerpt.

d. Note-taking, from appropriate material: after a time lapse, students would reconstitute their notes, and then check the reconstitution against the recording and, if necessary, with the teacher.

Clearly the approach being proposed makes considerable demands on teachers, whose guidance role is increased, and on the flexibility of equipment. 'Ideally, each student would have available a portable language laboratory unit based on a cassette recorder, with dual-channel facilities, and a recap or repeater loop facility.'

Adler's paper was concerned exclusively with the use of authentic spoken materials as opposed to 'spoken prose'.

He emphasised the following needs in the development of materials:

intrinsic interest and usefulness as examples of true oral communication.

wide range of types of material and discourse types (dialogue, lecture, broadcast, telephone etc).

support of taped material by texts and writing work on a related theme.

the possibility of exploiting listening tapes for oral production.

These points were demonstrated with actual materials arranged in modular form, whereby listening/speaking/reading/writing blocks were all related thematically to a base text.

Adler's overall emphasis was on the need for the individual to control his own learning process and this was demonstrated in a series of carefully constructed laboratory work sheets.

O'Neill drew attention to the need for language laboratory materials to take account of:

a. affective factors (need to arouse and retain interest);

b. cognitive factors (need to promote insight and generalisation);

c. psycho-motor factors (need to develop rapid manipulative fluency).

genuine questions to which real answers are required instead of the more usual pattern in which the teacher asks the student questions to which he already knows the answers, with the purpose of getting the student to show he has understood the excerpt!

Dickinson also suggests the creation of projects which the student would work on, using the tapes as raw material.

The recordings could also be used as a basis for writing of various kinds:

a. Transcription of the excerpt.

b. Heightening; that is, producing a spoken prose version of a sample of spontaneous speech. (This is a useful exercise in that it frequently produces interesting stylistic and syntactic problems.)

c. Summarising the excerpt.

d. Note-taking, from appropriate material: after a time lapse, students would reconstitute their notes, and then check the reconstitution against the recording and, if necessary, with the teacher.

Clearly the approach being proposed makes considerable demands on teachers, whose guidance role is increased, and on the flexibility of equipment. 'Ideally, each student would have available a portable language laboratory unit based on a cassette recorder, with dual-channel facilities, and a recap or repeater loop facility.'

Adler's paper was concerned exclusively with the use of authentic spoken materials as opposed to 'spoken prose'.

He emphasised the following needs in the development of materials:

intrinsic interest and usefulness as examples of true oral communication.

wide range of types of material and discourse types (dialogue, lecture, broadcast, telephone etc).

support of taped material by texts and writing work on a related theme.

the possibility of exploiting listening tapes for oral production.

These points were demonstrated with actual materials arranged in modular form, whereby listening/speaking/reading/writing blocks were all related thematically to a base text.

Adler's overall emphasis was on the need for the individual to control his own learning process and this was demonstrated in a series of carefully constructed laboratory work sheets.

O'Neill drew attention to the need for language laboratory materials to take account of:

a. affective factors (need to arouse and retain interest);

b. cognitive factors (need to promote insight and generalisation);

c. psycho-motor factors (need to develop rapid manipulative fluency).

Under a. he stressed the need to vary pace and rhythm in the materials (length of pauses, sentence length, speed etc), to vary the challenge level (difficult exercises to be followed by reassuringly easy ones etc) and contextual unity within and between drills.

Under b. an attempt to utilise the insights of communicative/functional language in practice material was demonstrated.

O'Neill also sensibly pointed out the continuing usefulness of certain types of fairly mechanical laboratory drills to achieve psycho-motor fluency.

Krumm gave a useful summary of the structuralist and the communicative standpoints in foreign language teaching.

He re-defined the role of the laboratory as just one element in a battery of media which could be used to create learning situations, rather than as the sole, over-directive machine it has tended to become.

The use of tape (in or out of the laboratory) could be useful in:

presenting authentic models of the language;

helping the student to identify given elements (structural, phonological etc);

offering him the possibility of giving freer, communication responses to a tape;

helping him to recognise and work on his own difficulties. (Hence the need for a training in how to talk about his own problems, a metalanguage);

providing role-playing situations.

More specifically the laboratory could fulfil the following functions:

a. Documentary function: by presenting a wide range of authentic recorded material. This exposure to the real thing has a positive effect on motivation.

b. Therapeutic function: the student must be given time to identify his difficulties and then to work on them using special banks of exercises chosen by himself in consultation with the teacher.

c. Partner function: by preparing lab materials which can be 'talked back to' in a much freer way than has been the case. (The communicative drills demonstrated by Johns were a good example of this). Again the 'game' element is a healthy motivational factor.

d. Production function: students can be trained in interview techniques by listening exercises. They can then make their own interviews which become the material for critical listening by other groups.

Krumm also outlined a practical scheme for the use of modular packs based on an identical theme.

John's paper concerned the fascinating work going on at Birmingham on the theory of communicative competence and on its pedagogical applications.

He introduced briefly some of the teaching materials which have resulted from the analysis of classroom language

Under a. he stressed the need to vary pace and rhythm in the materials (length of pauses, sentence length, speed etc), to vary the challenge level (difficult exercises to be followed by reassuringly easy ones etc) and contextual unity within and between drills.

Under b. an attempt to utilise the insights of communicative/functional language in practice material was demonstrated.

O'Neill also sensibly pointed out the continuing usefulness of certain types of fairly mechanical laboratory drills to achieve psycho-motor fluency.

Krumm gave a useful summary of the structuralist and the communicative standpoints in foreign language teaching.

He re-defined the role of the laboratory as just one element in a battery of media which could be used to create learning situations, rather than as the sole, over-directive machine it has tended to become.

The use of tape (in or out of the laboratory) could be useful in:

presenting authentic models of the language;

helping the student to identify given elements (structural, phonological etc);

offering him the possibility of giving freer, communication responses to a tape;

helping him to recognise and work on his own difficulties. (Hence the need for a training in how to talk about his own problems, a metalanguage);

providing role-playing situations.

More specifically the laboratory could fulfil the following functions:

a. Documentary function: by presenting a wide range of authentic recorded material. This exposure to the real thing has a positive effect on motivation.

b. Therapeutic function: the student must be given time to identify his difficulties and then to work on them using special banks of exercises chosen by himself in consultation with the teacher.

c. Partner function: by preparing lab materials which can be 'talked back to' in a much freer way than has been the case. (The communicative drills demonstrated by Johns were a good example of this). Again the 'game' element is a healthy motivational factor.

d. Production function: students can be trained in interview techniques by listening exercises. They can then make their own interviews which become the material for critical listening by other groups.

Krumm also outlined a practical scheme for the use of modular packs based on an identical theme.

John's paper concerned the fascinating work going on at Birmingham on the theory of communicative competence and on its pedagogical applications.

He introduced briefly some of the teaching materials which have resulted from the analysis of classroom language.

He also analysed the linguistic problems connected with the 'seminar' or 'discussion' situation. In such a situation, the speaker needs to be able to perform a number of functions:

a. To signal that he wishes to speak, or to resist or constrain intervention by another speaker.

b. To deal with discontinuity; that is, how to get back to a subject after discussion has moved beyond it.

c. To offer metacomment

retrospectively, for example by evaluating what an earlier speaker has said;

prospectively, by indicating how what has been said relates to what comes next

d. To keep conflict within limits by using 'linguistic mitigators'

e. To carry out 'repair work'. For example, making sure that what he has said has been understood ('All right?' etc) and if it has not, rephrasing it.

The communicative drills and exercises which arose from this analysis were demonstrated by Johns. Again the emphasis was on the need for authentic materials and on the possibility for the student to give real responses.

Both Harper and Eyssautier dealt with problems of training and motivation. Harper highlighted the importance of the pre-training of teachers and students in laboratory procedures to avoid the negative motivation which is so common a feature of the laboratory experience. Eyssautier presented a penetrating analysis in great detail of team-work at Bordeaux, again focussing on attitudes towards the laboratory on the part of both students and teachers.

## Conclusions

A number of themes recurred consistently throughout the conference and it is perhaps useful to set them out here without further comment:

a. Authentic materials

Taped materials, especially at this level, need to be based on recordings of authentic speech covering a wide range of accents, age-groups etc, and of discourse types. This implies a revaluation of the listening skill.

b. Communicative teaching

Where productive skills are involved, laboratory materials should be aimed at allowing some freedom of response to a realistic or simulated communicative situation.

c. Individualised instruction

The student needs increasingly to be able to direct his own work, to work at his own pace, to discover his own weak points.

He also analysed the linguistic problems connected with the 'seminar' or 'discussion' situation. In such a situation, the speaker needs to be able to perform a number of functions:

a. To signal that he wishes to speak, or to resist or constrain intervention by another speaker.

b. To deal with discontinuity; that is, how to get back to a subject after discussion has moved beyond it.

c. To offer metacomment

retrospectively, for example by evaluating what an earlier speaker has said;

prospectively, by indicating how what has been said relates to what comes next.

d. To keep conflict within limits by using 'linguistic mitigators'

e. To carry out 'repair work'. For example, making sure that what he has said has been understood ('All right?' etc) and if it has not, rephrasing it.

The communicative drills and exercises which arose from this analysis were demonstrated by Johns. Again the emphasis was on the need for authentic materials and on the possibility for the student to give real responses.

Both Harper and Eyssautier dealt with problems of training and motivation. Harper highlighted the importance of the pre-training of teachers and students in laboratory procedures to avoid the negative motivation which is so common a feature of the laboratory experience. Eyssautier presented a penetrating analysis in great detail of team-work at Bordeaux, again focussing on attitudes towards the laboratory on the part of both students and teachers.

## Conclusions

A number of themes recurred consistently throughout the conference and it is perhaps useful to set them out here without further comment:

a. Authentic materials

Taped materials, especially at this level, need to be based on recordings of authentic speech covering a wide range of accents, age-groups etc, and of discourse types. This implies a revaluation of the listening skill.

b. Communicative teaching

Where productive skills are involved, laboratory materials should be aimed at allowing some freedom of response to a realistic or simulated communicative situation.

c. Individualised instruction

The student needs increasingly to be able to direct his own work, to work at his own pace, to discover his own weak points.

### d. Flexible strategies

To take account of c., carefully classified tape-libraries need to be at the student's disposal. As far as possible materials should be arranged in thematically linked modular units, to allow different combinations for specific purposes.

### e. Flexible hardware

The laboratory is not the only piece of educational technology at our disposal. The flexible strategies sketched in d. imply the use of appropriate hardware at given times for given purposes.

The conference proved to be an extremely useful exchange of views between individuals and groups working in similar fields from 3 European countries. It is hoped that another will be organised in 1975 on the theme *Individualising Instruction*.

It is likewise hoped that the proceedings of the 1974 Conference will eventually be available in published form.

---

## THE LANGUAGE LABORATORY: IMPLICATIONS OF THE FUNCTIONAL APPROACH - Philip Riley

---

DURING THE last five years or so, researchers in applied linguistics have been paying increasing attention to the twin concepts of language functions and communicative competence[1]. For my immediate purposes I shall take it as axiomatic that, in the words of Dell Hymes (1971), 'There are rules of use without which the rules of grammar would be useless', and that to know and to be able to apply those rules is to possess 'communicative competence'.

Attempts are already being made to assimilate the insights and to meet the demands created by this new shift of interest. Projects such as the University of Birmingham investigations into the language of the classroom[2] or the University of Lancaster study of the language of doctors in hospital casualty departments[3] are one manifestation of this. Another is the production of functionally-based teaching materials which are not so situation-specific by research centres such as the CRAPEL.

It seems that the trend towards the functional approach will both continue and accelerate during the next five years. It is vital to ask what will the implications of that trend be in general for methodology, materials production, educational technology etc, and in particular for the language laboratory? For a variety of reasons, the effects of the functional approach will be felt first at the more advanced levels and then filter down. This is especially true of the present transitional period.

This prediction will no doubt cause the world-weary classroom teacher to sigh deeply. After all, hasn't he just been through the so-called 'Chomskyan

---

[1] Widdowson, H G : 'Directions in the teaching of discourse' in *Theoretical Linguistic Models in Applied Linguistics* (ed. Corder and Roulet; Didier, Paris, 1973)

[2] Sinclair et al: *The English Used by Teachers and Pupils* (Oxford University Press; forthcoming).

[3] Candlin et al: *Doctors in Casualty* (British Association for Applied Linguistics paper 1974).

d. Flexible strategies

To take account of c., carefully classified tape-libraries need to be at the student's disposal. As far as possible materials should be arranged in thematically linked modular units, to allow different combinations for specific purposes.

e. Flexible hardware

The laboratory is not the only piece of educational technology at our disposal. The flexible strategies sketched in d. imply the use of appropriate hardware at given times for given purposes.

The conference proved to be an extremely useful exchange of views between individuals and groups working in similar fields from 3 European countries. It is hoped that another will be organised in 1975 on the theme Individualising Instruction.

It is likewise hoped that the proceedings of the 1974 Conference will eventually be available in published form.

---

## THE LANGUAGE LABORATORY: IMPLICATIONS OF THE FUNCTIONAL APPROACH - Philip Riley

DURING THE last five years or so, researchers in applied linguistics have been paying increasing attention to the twin concepts of language functions and communicative competence[1]. For my immediate purposes I shall take it as axiomatic that, in the words of Dell Hymes (1971), 'There are rules of use without which the rules of grammar would be useless', and that to know and to be able to apply those rules is to possess 'communicative competence'.

Attempts are already being made to assimilate the insights and to meet the demands created by this new shift of interest. Projects such as the University of Birmingham investigations into the language of the classroom[2] or the University of Lancaster study of the language of doctors in hospital casualty departments[3] are one manifestation of this. Another is the production of functionally-based teaching materials which are not so situation-specific by research centres such as the CRAPEL.

It seems that the trend towards the functional approach will both continue and accelerate during the next five years. It is vital to ask what will the implications of that trend be in general for methodology, materials production, educational technology etc, and in particular for the language laboratory? For a variety of reasons, the effects of the functional approach will be felt first at the more advanced levels and then filter down. This is especially true of the present transitional period.

This prediction will no doubt cause the world-weary classroom teacher to sigh deeply. After all, hasn't he just been through the so-called 'Chomskyan

---

[1] Widdowson, H G : 'Directions in the teaching of discourse' in Theoretical Linguistic Models in Applied Linguistics (ed. Corder and Roulet; Didier, Paris, 1973)

[2] Sinclair et al: The English Used by Teachers and Pupils (Oxford University Press; forthcoming).

[3] Candlin et al: Doctors in Casualty (British Association for Applied Linguistics paper 1974).

Revolution'? And has it really, in terms of what is being done in the classroom, has it really made any difference? He is still giving his students structural drills, even if the theoretical justification for doing so has changed[4]. To label these drills 'transformational' is at best a nod in Chomsky's direction, at worst a fad, and in either case the influence of his work on language-teaching practice remains, as he said it would[5], negligible.

Why should the impact of the functional approach be any different?

Because, fundamentally, it does not concentrate on structure. For all their differences, the structuralist and the transformational approaches both concentrate on syntax. 'Learning a language' has become synonymous with 'learning the rules of structure of that language'. It is against the very narrowness and poverty of that definition, with its exclusion of all social and interactional considerations, that we are now reacting. The greater power of TGG rules was an improvement on the earlier structuralist descriptions, but they still had to be learned by heart, or 'internalised' or 'acquired'.

The obvious temptation is to try to replace structural drills by some kind of functional drills. Of course there is no harm in trying, but it can be dangerous: we find in certain commercially-produced courses instructions such as 'Teach function X by drilling structure Y'. If his experience of the functional approach is limited to such materials, the teacher can be forgiven for thinking that it is just another set of new labels but with the mixture as before.

Strictly speaking, though, it is possible to talk of 'functional drills'? Isn't that a contradiction in terms? It is possible to produce a function? Isolated from the relevant situation, doesn't an utterance die and leave only its skeleton? To survive, doesn't it need its natural habitat - which certainly excludes the language laboratory? Of course, the use of authentic materials will go a long way to meeting these objections, in the same way as a zoology student will learn more about their ecology by watching animals in films than he will by looking at them in cages at the zoo. This is one reason why the use of authentic materials is a necessary corollary of the functional approach.

As regards oral expression, we can try to counter these objections, again by the use of authentic materials, but also by ensuring 'sincerity' in our exercises; that is, by making it possible for the student to give honest factual answers in keeping with his role and personality. To do so, however, does mean accepting further severe restraints, which entail even greater programming difficulties: open-ended drills are notoriously difficult to control. The problem is compounded by the fact that, typically, many functions tend to occur in patterned sequences, which imposes almost insuperable logistic problems on the programmer.

The problem is multiplied by our own ignorance. We do not have as yet a taxonomy of functions which is adequate for the construction of a programme of drills. We do not know what the functions of language, of any language, are, nor what relationships hold between them. Is it valid, for example, to posit the existence of a function 'Expression of opinion' in English? And if it is, how does it relate at various levels to, say, 'Communication of facts' or 'Hypothesis'? How do functions relate to other features such as focus, key, modalisation and modulation or irony, sarcasm, sympathy or humour?

Our ignorance in these matters is being slowly whittled away, but in the mean time it will continue to limit and determine the nature of the materials produced. They will be fragmentary, dealing with one function or sequence at a time.

---

4. Brown, T G: 'In defense of pattern practice' in Language Learning 19 (1969).
5. Chomsky, N: Syntactic Structures (Mouton, The Hague, 1957).

Revolution'? And has it really, in terms of what is being done in the classroom, has it really made any difference? He is still giving his students structural drills, even if the theoretical justification for doing so has changed[4]. To label these drills 'transformational' is at best a nod in Chomsky's direction, at worst a fad, and in either case the influence of his work on language-teaching practice remains, as he said it would[5], negligible.

Why should the impact of the functional approach be any different?

Because, fundamentally, it does not concentrate on structure. For all their differences, the structuralist and the transformational approaches both concentrate on syntax. 'Learning a language' has become synonymous with 'learning the rules of structure of that language'. It is against the very narrowness and poverty of that definition, with its exclusion of all social and interactional considerations, that we are now reacting. The greater power of TGG rules was an improvement on the earlier structuralist descriptions, but they still had to be learned by heart, or 'internalised' or 'acquired'.

The obvious temptation is to try to replace structural drills by some kind of functional drills. Of course there is no harm in trying, but it can be dangerous: we find in certain commercially-produced courses instructions such as 'Teach function X by drilling structure Y'. If his experience of the functional approach is limited to such materials, the teacher can be forgiven for thinking that it is just another set of new labels but with the mixture as before.

Strictly speaking, though, it is possible to talk of 'functional drills'? Isn't that a contradiction in terms? It is possible to produce a function? Isolated from the relevant situation, doesn't an utterance die and leave only its skeleton? To survive, doesn't it need its natural habitat - which certainly excludes the language laboratory? Of course, the use of authentic materials will go a long way to meeting these objections, in the same way as a zoology student will learn more about their ecology by watching animals in films than he will by looking at them in cages at the zoo. This is one reason why the use of authentic materials is a necessary corollary of the functional approach.

As regards oral expression, we can try to counter these objections, again by the use of authentic materials, but also by ensuring 'sincerity' in our exercises; that is, by making it possible for the student to give honest factual answers in keeping with his role and personality. To do so, however, does mean accepting further severe restraints, which entail even greater programming difficulties: open-ended drills are notoriously difficult to control. The problem is compounded by the fact that, typically, many functions tend to occur in patterned sequences, which imposes almost insuperable logistic problems on the programmer.

The problem is multiplied by our own ignorance. We do not have as yet a taxonomy of functions which is adequate for the construction of a programme of drills. We do not know what the functions of language, of any language, are, nor what relationships hold between them. Is it valid, for example, to posit the existence of a function 'Expression of opinion' in English? And if it is, how does it relate at various levels to, say, 'Communication of facts' or 'Hypothesis'? How do functions relate to other features such as focus, key, modalisation and modulation or irony, sarcasm, sympathy or humour?

Our ignorance in these matters is being slowly whittled away, but in the mean time it will continue to limit and determine the nature of the materials produced. They will be fragmentary, dealing with one function or sequence at a time.

---

4. Brown, T G: 'In defense of pattern practice' in Language Learning 19 (1969).
5. Chomsky, N: Syntactic Structures (Mouton, The Hague, 1957).

They will be provisional, since further analysis is bound to have repercussions, making a process of continued revision necessary. They will be based on and will incorporate authentic materials, since our ignorance prevents us from producing valid constructed materials. It can be seen that these factors militate against the traditional serial-development courses and favour modular presentation, a trend which is already well under way in response to the related demand for materials dealing with highly specific communication situations.

The potential of the tape-recorder as an 'aural blackboard' for the demonstration and exemplification of a rich variety of uses, situations, accents, voices, subjects, has hardly been tapped as yet. This is largely due to the process of idealisation which is the automatic consequence of constructed materials. A bias towards Listening Comprehension work can only hasten the development of sound libraries at the expense of laboratories.

So long as structural considerations dominated the choice and definition of teaching objectives, neither the adequacy nor the relevance of the language laboratory was really questioned. This situation is now changing as the functional approach shifts our focus away from structure and internal semantics towards the external uses to which language is put.

I cannot deny that all learners need to acquire the basic morpho-syntax of the language, but I will point out that this argument, which is becoming increasingly common, does disqualify the laboratory for advanced teaching. All learners need the basic morpho-syntax. But is the laboratory an efficient aid in acquiring this, and is it relevant to the acquisition of communicative competence?

It seems widely accepted that, in the words of Edward M Stack, 'The most important advance in language teaching efficiency is the language laboratory' (Stack, 1971). I do not have time here to detail the major experiments which have been carried out to test this hypothesis[6]. A reasonable overall verdict on the efficiency of the language laboratory is 'not proven'. For example, in the University of York experiment reported by Green, which is the most recent and in some ways the most rigorous of all, the data led to the following conclusions:

> '... A group of pupils using a language laboratory as an aid in their learning of German showed no detectable difference over a period of three years in either performance or attitude, from a matched group of pupils that did not use the language laboratory...To judge from the continued growth of language laboratory installations in schools, both teachers and administrators assume that they are beneficial to pupils. Our study does not justify the assumption.....'

Green's conclusions confirm the majority of experimental findings mentioned. Moreover, these experiments are comparative, and contrast results obtained from

---

[6] Keating, R F: A Study of the Effectiveness of Language Laboratories (Institute of Administrative Research, Teachers' College, Columbia University, 1963). Lorge, S W: 'Language laboratory research studies in New York City High Schools: A discussion of the program and the findings' in Modern Language Journal, 48:7 (1963). Freedman, E S: 'An investigation into the efficacy of the language laboratory in foreign-language teaching' in Audio-Visual Language Journal, 7:2 (1969). Jalling, H: 'Preliminary recommendations of the Swedish research project on language laboratories in university teaching: An interim report' in Applications of Linguistics (ed. Trim and Perren; Cambridge University Press, 1971). Smith, P D: A Comparison of the Cognitive and Audio-Lingual Approaches to Foreign Language Instruction - The Pennsylvania Foreign Language Projects (Harrap 1970). Green, P: 'A research into the effectiveness of the language laboratory in school' in Rôle et efficacité du Laboratoire de Langues (Commission Interuniversitaire Suisse de Linguistique Appliquée, 1974). For a critical survey of these experiments, see Holec, H: 'Laboratoire et efficacité in Mélanges Pédagogiques (CRAPEL, Nancy, 1971).

They will be provisional, since further analysis is bound to have repercussions, making a process of continued revision necessary. They will be based on and will incorporate authentic materials, since our ignorance prevents us from producing valid constructed materials. It can be seen that these factors militate against the traditional serial-development courses and favour modular presentation, a trend which is already well under way in response to the related demand for materials dealing with highly specific communication situations.

The potential of the tape-recorder as an 'aural blackboard' for the demonstration and exemplification of a rich variety of uses, situations, accents, voices, subjects, has hardly been tapped as yet. This is largely due to the process of idealisation which is the automatic consequence of constructed materials. A bias towards Listening Comprehension work can only hasten the development of sound libraries at the expense of laboratories.

So long as structural considerations dominated the choice and definition of teaching objectives, neither the adequacy nor the relevance of the language laboratory was really questioned. This situation is now changing as the functional approach shifts our focus away from structure and internal semantics towards the external uses to which language is put.

I cannot deny that all learners need to acquire the basic morpho-syntax of the language, but I will point out that this argument, which is becoming increasingly common, does disqualify the laboratory for advanced teaching. All learners need the basic morpho-syntax. But is the laboratory an efficient aid in acquiring this, and is it relevant to the acquisition of communicative competence?

It seems widely accepted that, in the words of Edward M Stack, 'The most important advance in language teaching efficiency is the language laboratory' (Stack, 1971). I do not have time here to detail the major experiments which have been carried out to test this hypothesis[6]. A reasonable overall verdict on the efficiency of the language laboratory is 'not proven'. For example, in the University of York experiment reported by Green, which is the most recent and in some ways the most rigorous of all, the data led to the following conclusions:

> '... A group of pupils using a language laboratory as an aid in their learning of German showed no detectable difference over a period of three years in either performance or attitude, from a matched group of pupils that did not use the language laboratory...To judge from the continued growth of language laboratory installations in schools, both teachers and administrators assume that they are beneficial to pupils. Our study does not justify the assumption.....'

Green's conclusions confirm the majority of experimental findings mentioned. Moreover, these experiments are comparative, and contrast results obtained from instruction using the laboratory with those obtained from some other methods. Too often, experiments which are claimed to show the superior efficacy of the language laboratory are 'introverted', comparing one laboratory method or programme with another.

---

[6] Keating, R F: A Study of the Effectiveness of Language Laboratories (Institute of Administrative Research, Teachers' College, Columbia University, 1963). Lorge, S W: 'Language laboratory research studies in New York City High Schools: A discussion of the program and the findings' in Modern Language Journal, 48:7 (1963). Freedman, E S: 'An investigation into the efficacy of the language laboratory in foreign-language teaching' in Audio-Visual Language Journal, 7:2 (1969). Jalling, H: 'Preliminary recommendations of the Swedish research project on language laboratories in university teaching: An interim report' in Applications of Linguistics (ed. Trim and Perren; Cambridge University Press, 1971). Smith, P D: A Comparison of the Cognitive and Audio-Lingual Approaches to Foreign Language Instruction - The Pennsylvania Foreign Language Projects (Harrap 1970). Green, P: 'A research into the effectiveness of the language laboratory in school' in Rôle et efficacité du Laboratoire de Langues (Commission Interuniversitaire Suisse de Linguistique Appliquée, 1974). For a critical survey of these experiments, see Holec, H: 'Laboratoire et efficacité in Mélanges Pédagogiques (CRAPEL, Nancy, 1971).

Despite this evidence, there is current a vague but strong belief that the laboratory is particularly effective with beginners and intermediate students. This belief has to be vague for two reasons: first, no experiments have been aimed (as far as I know) specifically at advanced students; and, secondly, there is no definition as to what is meant by 'advanced' here. This partly explains the paradox that, while the laboratory is being praised to the skies, it is usually left to the most junior and unqualified staff to work there. The senior teacher, accustomed to being the only source of information and therapy, feels his status and authority diminished and prefers to take the advanced students outside the laboratory (Bennett, 1974).

The absence of any satisfactory definition of just what 'advanced' means in phrases like 'an advanced learner' or 'an advanced level' results from the nature of the problem we are discussing, namely, that there never can be a definition which is based on structural considerations but which succeeds in satisfying functional requirements.

From our point of view today, this is significant, as it highlights the restraints on the language laboratory as it is used at present while at the same time giving a clear indication of the directions we must take if the laboratory is to remain an efficient language-teaching tool. In the light of the research and development referred to above, it can be seen that the continued use of language laboratories could only be justified if they could be shown to make some direct, marked and exclusive contribution to the acquisition of communicative competence. This claim is reinforced by the increasing evidence that its practical and methodological advantages have been greatly exaggerated. Take the common belief that the laboratory acts as a catalyst within a given institution. This is true - but its final results are by no means always an improvement, as there is a strong tendency to '... pedagogical totalitarianism...where the laboratory is expected to do everything, a breach of the fundamental rule that a specific technology should both imply and determine a specific pedagogy'[7]. Too often the catalytic effect of language laboratories is limited to a rather desperate feeling that the expense must be justified. This in turn results almost automatically in the exclusion, for financial reasons, of all other types of audio-visual equipment and materials, with absolutely no guarantee whatsoever that the priorities are pedagogically correct.

Similarly exaggerated are the claims that the laboratory enables the learner to evaluate and correct his own performance, and that it improves the amount of individual attention he receives whilst allowing him to learn his own rhythm. In abstract, technical terms, there may be a certain truth in these claims, but in practice they simply do not occur. I do not have time to go into the reasons why not and must restrict myself to the observation that individualisation of attention has been confused with isolation of activity, giving rise to the absurd situation that the most social of all activities is supposed to be learnt in solitary confinement.

Earlier, I asked two questions: Is the language laboratory as it now exists doing the job it is supposed to do and is that job relevant to the acquisition of communicative competence? My answer to the first of these questions was 'not proven'. What about the second? When we discussed the programming of

---

7. Holec and Kuhn: 'Le laboratoire de langues: pour quoi faire?' in Mélanges Pédagogiques (CRAPEL, Nancy, 1971).

instruction using the laboratory with those obtained from some other methods. Too often, experiments which are claimed to show the superior efficacy of the language laboratory are 'introverted', comparing one laboratory method or programme with another.

Despite this evidence, there is current a vague but strong belief that the laboratory is particularly effective with beginners and intermediate students. This belief has to be vague for two reasons: first, no experiments have been aimed (as far as I know) specifically at advanced students; and, secondly, there is no definition as to what is meant by 'advanced' here. This partly explains the paradox that, while the laboratory is being praised to the skies, it is usually left to the most junior and unqualified staff to work there. The senior teacher, accustomed to being the only source of information and therapy, feels his status and authority diminished and prefers to take the advanced students outside the laboratory (Bennett, 1974).

The absence of any satisfactory definition of just what 'advanced' means in phrases like 'an advanced learner' or 'an advanced level' results from the nature of the problem we are discussing, namely, that there never can be a definition which is based on structural considerations but which succeeds in satisfying functional requirements.

From our point of view today, this is significant, as it highlights the restraints on the language laboratory as it is used at present while at the same time giving a clear indication of the directions we must take if the laboratory is to remain an efficient language-teaching tool. In the light of the research and development referred to above, it can be seen that the continued use of language laboratories could only be justified if they could be shown to make some direct, marked and exclusive contribution to the acquisition of communicative competence. This claim is reinforced by the increasing evidence that its practical and methodological advantages have been greatly exaggerated. Take the common belief that the laboratory acts as a catalyst within a given institution. This is true - but its final results are by no means always an improvement, as there is a strong tendency to '... pedagogical totalitarianism...where the laboratory is expected to do everything, a breach of the fundamental rule that a specific technology should both imply and determine a specific pedagogy'[7]. Too often the catalytic effect of language laboratories is limited to a rather desperate feeling that the expense must be justified. This in turn results almost automatically in the exclusion, for financial reasons, of all other types of audio-visual equipment and materials, with absolutely no guarantee whatsoever that the priorities are pedagogically correct.

Similarly exaggerated are the claims that the laboratory enables the learner to evaluate and correct his own performance, and that it improves the amount of individual attention he receives whilst allowing him to learn his own rhythm. In abstract, technical terms, there may be a certain truth in these claims, but in practice they simply do not occur. I do not have time to go into the reasons why not and must restrict myself to the observation that individualisation of attention has been confused with isolation of activity, giving rise to the absurd situation that the most social of all activities is supposed to be learnt in solitary confinement.

Earlier, I asked two questions: Is the language laboratory as it now exists doing the job it is supposed to do and is that job relevant to the acquisition of communicative competence? My answer to the first of these questions was 'not proven'. What about the second? When we discussed the programming of

---

7. Holec and Kuhn: 'Le laboratoire de langues: pour quoi faire?' in Mélanges Pédagogiques (CRAPEL, Nancy, 1971).

functional drills, we saw that there are enormous difficulties involved which will push the use of the laboratory towards listening comprehension work based on authentic materials. In itself, this is to be welcomed as a healthy precision, an antidote to the idea that you can teach anything in a laboratory. But it is dangerous to treat this and other defects as if they were simply matters of software: some of its defects are inherent to the laboratory as we know it. The isolation of the learner is one of these. Another is that the laboratory also isolates and selects the verbal aspects of communication. It excludes visual, kinesic and proxemic information and it cannot simulate face-to-face exchange. Yet the functions of language can often only be understood or learnt in relation to what is being done in a given situation. For example, the analysis of video-taped spontaneous conversation confirms our intuition that the specification of particular attitudes or functions is often signalled kinesically (eg Crystal, 1970).

This exclusion of the non-verbal has one other important result, namely a bias towards the reporting functions of language and verbal over-explicitness. As David Wilkins has pointed out (Wilkins, 1972), materials produced by course designers on the basis of intuition or memory reflect a conceptualised version of the situational context, whereas for the actors themselves, the language has to carry out many more functions.

These objections can be at least partially met by the use of authentic materials, including visual ones. It is not difficult to predict that the next generation of language laboratories will be 'video-boratories', where they can be afforded. Before that happens, on the basis of the arguments I have been putting forward, should we not pause and ask ourselves 'Is it worth it? In terms of cost-effectiveness, can more laboratories be justified?' Manufacturers continue to increase the technical sophistication of their equipment without having carried out - as far as I know - any pedagogical research. Yet their influence on administrators is often greater than that of educationists. This is not just a professional demarcation dispute; fundamentally it is a moral one. Questions of investment and reputation apart, the evidence points towards the abolition of the classroom-laboratory, with a corresponding increase in sound-libraries and in the diffusion of a variety of audio-visual equipment, both throughout the institution and at home.

I would like to finish by concentrating on a theme which has been running through this paper, the idea that the switch to the functional approach will result in a move away from artificially-constructed programmes towards the use of authentic materials (I have not had time to consider the implications of this for the role of the teacher and the programmer, though obviously they will be important). I have tried to indicate some of the reasons why this should take place: these included, firstly, the deficiencies inherent in the physical nature of the laboratory; secondly, our ignorance concerning language functions; thirdly, programming difficulties and, lastly, the need to avoid the bias towards the reporting functions. A consequence of this move, and a most striking one, will be the reaction against the idealisation of language. This process has been justified partly for technical acoustic reasons, partly by the Chomskyan emphasis on competence at the expense of performance. It has resulted in the abolition from language laboratory materials of some of the commonest features of speech (hesitation, incompletion, switching, reversal, laughter, coughing, voice quality, etc) and phenomena such as background noise or static. This downgrading of features regarded as imperfections of performance is not really surprising, as, from the purely syntactic point of view, they can be shown to be junk. Yet native speakers go on obstinately refusing to produce these well-formed sentences we teach our learners to understand and produce in the laboratory. This idealisation of performance therefore seems ideological and not pedagogical[8]. Even if we functional drills, we saw that there are enormous difficulties involved which will push the use of the laboratory towards listening comprehension work based on authentic materials. In itself, this is to be welcomed as a healthy precision, an antidote to the idea that you can teach anything in a laboratory. But it is dangerous to treat this and other defects as if they were simply matters of software: some of its defects are inherent to the laboratory as we know it. The isolation of the learner is one of these. Another is that the laboratory also isolates and selects the verbal aspects of communication. It excludes visual, kinesic and proxemic information and it cannot simulate face-to-face exchange. Yet the functions of language can often only be understood or learnt in relation to what is being done in a given situation. For example, the analysis of videotaped spontaneous conversation confirms our intuition that the specification of particular attitudes or functions is often signalled kinesically (eg Crystal, 1970).

---

[8] For a fuller discussion of this and related topics, see Heddesheimer et al (1972 and 1973)

This exclusion of the non-verbal has one other important result, namely a bias towards the reporting functions of language and verbal over-explicitness. As David Wilkins has pointed out (Wilkins, 1972), materials produced by course designers on the basis of intuition or memory reflect a conceptualised version of the situational context, whereas for the actors themselves, the language has to carry out many more functions.

These objections can be at least partially met by the use of authentic materials, including visual ones. It is not difficult to predict that the next generation of language laboratories will be 'video-boratories', where they can be afforded. Before that happens, on the basis of the arguments I have been putting forward, should we not pause and ask ourselves 'Is it worth it? In terms of cost-effectiveness, can more laboratories be justified?' Manufacturers continue to increase the technical sophistication of their equipment without having carried out - as far as I know - any pedagogical research. Yet their influence on administrators is often greater than that of educationists. This is not just a professional demarcation dispute; fundamentally it is a moral one. Questions of investment and reputation apart, the evidence points towards the abolition of the classroom-laboratory, with a corresponding increase in sound-libraries and in the diffusion of a variety of audio-visual equipment, both throughout the institution and at home.

I would like to finish by concentrating on a theme which has been running through this paper, the idea that the switch to the functional approach will result in a move away from artificially-constructed programmes towards the use of authentic materials (I have not had time to consider the implications of this for the role of the teacher and the programmer, though obviously they will be important). I have tried to indicate some of the reasons why this should take place: these included, firstly, the deficiencies inherent in the physical nature of the laboratory; secondly, our ignorance concerning language functions; thirdly, programming difficulties and, lastly, the need to avoid the bias towards the reporting functions. A consequence of this move, and a most striking one, will be the reaction against the idealisation of language. This process has been justified partly for technical acoustic reasons, partly by the Chomskyan emphasis on competence at the expense of performance. It has resulted in the abolition from language laboratory materials of some of the commonest features of speech (hesitation, incompletion, switching, reversal, laughter, coughing, voice quality, etc). and phenomena such as background noise or static. This downgrading of features regarded as imperfections of performance is not really surprising, as, from the purely syntactic point of view, they can be shown to be junk. Yet native speakers go on obstinately refusing to produce these well-formed sentences we teach our learners to understand and produce in the laboratory. This idealisation of performance therefore seems ideological and not pedagogical[8]. Even if we regard such phenomena as interference, it is interference our learners are going to need to deal with.

---

[8] For a fuller discussion of this and related topics, see Heddesheimer et al (1972 and 1973)

More to the point is that, when seen in the context of the interaction as a whole, such features take on considerable significance, as when, for example, hesitation is used for a polite refusal, or an exclamation is used to signal attention or interest or sympathy. During the next few years it will not seem unusual when a teacher says that he is teaching his students hesitation or swearing in English. It is worth noting that the emphasis will be on comprehension rather than production.

---

## ORIENTATION AND ATTITUDE FORMATION IN THE LANGUAGE LABORATORY - D Harper

---

A POWERFUL and hitherto neglected factor in success or failure with the language laboratory lies in the nature of the attitudes of both teacher and student in learner-machine-materials interrelationships. The aim of this paper is to specify significant factors that affect the establishment of positive attitudes in teachers and students through training.

In seeking to account for language-laboratory success or failure, teachers tend to talk in discrete terms. Thus, failure may be blamed solely on the unreliability of the laboratory or on boring materials; success may be explained by reference to the students being motivated by hearing a recording of their own voices. Singling out such reasons and generalising success or failure from them can be misleading, since in the majority of cases success or failure is caused by a complex of reasons which have to be considered in abstract. No single simplistic answer can be given to the following questions:

a. Why, of two teachers with similar training and experience does one have success in the laboratory with a set of materials and another report failure with the same materials?

b. Why is it common to find in the same class of students those who will begin a laboratory exercise, pursue it to the end without stopping and finally tell the teacher that he has finished, and those who may never get beyond the second set of practice items because of the care they take to see that each response they make meets the high standards they have set for themselves?

c. Why does one teacher with the best of equipment and training make little headway with his students in the laboratory while another will persevere successfully with equipment which many would say would be better scrapped?

A factor common to both cases is the attitude of the participants, either positive or negative. If it is the case that attitudes can account for success or failure, then it follows that all concerned with language laboratories must interest themselves in what these attitudes are, how they manifest themselves and how they are engendered.

### NEGATIVE ATTITUDES IN TEACHERS

Negative attitudes to the laboratory in teachers are often largely irrational or are post facto rationalisations. A typical example is the secondary school teacher who, without prior consultation, finds by an administrative decision that his school is to be equipped with a laboratory. He is afraid, feels inadequate, regard such phenomena as interference, it is interference our learners are going to need to deal with.

More to the point is that, when seen in the context of the interaction as a whole, such features take on considerable significance, as when, for example, hesitation is used for a polite refusal, or an exclamation is used to signal attention or interest or sympathy. During the next few years it will not seem unusual when a teacher says that he is teaching his students hesitation or swearing in English. It is worth noting that the emphasis will be on comprehension rather than production.

---

## ORIENTATION AND ATTITUDE FORMATION IN THE LANGUAGE LABORATORY - D Harper

A POWERFUL and hitherto neglected factor in success or failure with the language laboratory lies in the nature of the attitudes of both teacher and student in learner-machine-materials interrelationships. The aim of this paper is to specify significant factors that affect the establishment of positive attitudes in teachers and students through training.

In seeking to account for language-laboratory success or failure, teachers tend to talk in discrete terms. Thus, failure may be blamed solely on the unreliability of the laboratory or on boring materials; success may be explained by reference to the students being motivated by hearing a recording of their own voices. Singling out such reasons and generalising success or failure from them can be misleading, since in the majority of cases success or failure is caused by a complex of reasons which have to be considered in abstract. No single simplistic answer can be given to the following questions:

a. Why, of two teachers with similar training and experience does one have success in the laboratory with a set of materials and another report failure with the same materials?

b. Why is it common to find in the same class of students those who will begin a laboratory exercise, pursue it to the end without stopping and finally tell the teacher that he has finished, and those who may never get beyond the second set of practice items because of the care they take to see that each response they make meets the high standards they have set for themselves?

c. Why does one teacher with the best of equipment and training make little headway with his students in the laboratory while another will persevere successfully with equipment which many would say would be better scrapped?

A factor common to both cases is the attitude of the participants, either positive or negative. If it is the case that attitudes can account for success or failure, then it follows that all concerned with language laboratories must interest themselves in what these attitudes are, how they manifest themselves and how they are engendered.

### NEGATIVE ATTITUDES IN TEACHERS

Negative attitudes to the laboratory in teachers are often largely irrational or are post facto rationalisations. A typical example is the secondary school teacher who, without prior consultation, finds by an administrative decision that his school is to be equipped with a laboratory. He is afraid, feels inadequate, ill-equipped, has problems with his students in the language laboratory, reacts against it, and then may attempt to justify his rejection on pedagogic grounds. Permutations of these factors most commonly induce negative attitudes.

Three points need to be made in connection with the situation:

a. Experience of laboratory users in a number of countries reveals that this situation is widespread, particularly, although by no means exclusively, among teachers using laboratories in schools.

b. Once they are established it is extremely difficult to transform these negative attitudes into positive attitudes.

c. Negative attitudes can be avoided by a precaution so obvious that perhaps by its very obviousness it is so often overlooked - training; ideally, training before the teacher is called on to use the laboratory.

## ELEMENTS OF TRAINING PROGRAMMES AND POSITIVE ATTITUDES IN TEACHERS

It is not my aim to consider training programmes in detail. From Harper and Sharrocks, ELT Documents 73/2, 2 constituents of a training programme should be restated: the first is the need to include within the scope of the training programme the personnel-administrators, inspectors, advisers - who are responsible for installing the laboratory. Unless those who introduce the equipment fully appreciate the organisational problems it entails for their teachers and unless those problems are freely stated and discussed in a training context, any language laboratory programme is going to run into difficulties. It hardly needs saying that negative attitudes thrive and multiply on difficulties.

Secondly, an essential constituent of training programmes is materials preparation. Programme writing is not necessarily an end in itself if it is confined to stating a number of objectives. In terms of motivating positive attitudes, however, it is a highly significant factor. Experience on training courses has shown that the attitudes of groups of teachers who have written laboratory materials and then used these materials in the laboratory with students tend to change from hostile neutrality to positive affirmation.

Where training programmes do exist, it is likely that they have a set of aims which are pitched too low. Because of this the programmes have been limited to ensuring that the teachers can work the laboratory and that by the end of the course they are familiar with a range of published materials. If the aims are restated along the lines of 'engendering positive attitudes in teachers towards the language laboratory', then the design of programmes to achieve this aim will be more complex than is ordinarily assumed. Certainly, a simplified and rapid introduction course to the laboratory will not produce what is being sought: ie a teacher who has arrived at an understanding in practical terms of the role of the laboratory in his teaching situation. This realisation rests on the belief that there is scope in the laboratory for a far wider variety of controlled but contextualised productive practice than is often supposed and that there is a variety of ways in which taped texts in the laboratory as well as the classroom can be exploited.

## NEGATIVE ATTITUDES IN STUDENTS

Negative attitudes, when they occur among students, manifest themselves in different ways, often depending on age. Most common to all age-groups perhaps are expressions of boredom, ranging from indiscipline in schoolchildren to complaints, or absence from laboratory sessions in adults. In seeking to rationalise this kind of unsatisfactory behaviour, teachers often - with some justification - make a blanket condemnation of the materials as sterile and boring. By this simplification they neatly avoid any personal responsibility for failure.

ill-equipped, has problems with his students in the language laboratory, reacts against it, and then may attempt to justify his rejection on pedagogic grounds. Permutations of these factors most commonly induce negative attitudes.

Three points need to be made in connection with the situation:

a. Experience of laboratory users in a number of countries reveals that this situation is widespread, particularly, although by no means exclusively, among teachers using laboratories in schools.

b. Once they are established it is extremely difficult to transform these negative attitudes into positive attitudes.

c. Negative attitudes can be avoided by a precaution so obvious that perhaps by its very obviousness it is so often overlooked - training; ideally, training before the teacher is called on to use the laboratory.

## ELEMENTS OF TRAINING PROGRAMMES AND POSITIVE ATTITUDES IN TEACHERS

It is not my aim to consider training programmes in detail. From Harper and Sharrocks, ELT Documents 73/2, 2 constituents of a training programme should be restated: the first is the need to include within the scope of the training programme the personnel-administrators, inspectors, advisers - who are responsible for installing the laboratory. Unless those who introduce the equipment fully appreciate the organisational problems it entails for their teachers and unless those problems are freely stated and discussed in a training context, any language laboratory programme is going to run into difficulties. It hardly needs saying that negative attitudes thrive and multiply on difficulties.

Secondly, an essential constituent of training programmes is materials preparation. Programme writing is not necessarily an end in itself if it is confined to stating a number of objectives. In terms of motivating positive attitudes, however, it is a highly significant factor. Experience on training courses has shown that the attitudes of groups of teachers who have written laboratory materials and then used these materials in the laboratory with students tend to change from hostile neutrality to positive affirmation.

Where training programmes do exist, it is likely that they have a set of aims which are pitched too low. Because of this the programmes have been limited to ensuring that the teachers can work the laboratory and that by the end of the course they are familiar with a range of published materials. If the aims are restated along the lines of 'engendering positive attitudes in teachers towards the language laboratory', then the design of programmes to achieve this aim will be more complex than is ordinarily assumed. Certainly, a simplified and rapid introduction course to the laboratory will not produce what is being sought: ie a teacher who has arrived at an understanding in practical terms of the role of the laboratory in his teaching situation. This realisation rests on the belief that there is scope in the laboratory for a far wider variety of controlled but contextualised productive practice than is often supposed and that there is a variety of ways in which taped texts in the laboratory as well as the classroom can be exploited.

## NEGATIVE ATTITUDES IN STUDENTS

Negative attitudes, when they occur among students, manifest themselves in different ways, often depending on age. Most common to all age-groups perhaps are expressions of boredom, ranging from indiscipline in schoolchildren to complaints, or absence from laboratory sessions in adults. In seeking to rationalise this kind of unsatisfactory behaviour, teachers often - with some justification - make a blanket condemnation of the materials as sterile and boring. By this simplification they neatly avoid any personal responsibility for failure.

This again highlights the need for in-depth training of teachers and also introduces an equally important corollary - the training of students. This is, again, a neglected area because teachers tend to take too restricted a view of what can be expected of their students in the laboratory. Sights in many cases are set too low, the aim of initial orientation sessions in the language laboratory being simply to ensure that students understand how to operate the equipment. In some cases sights are set even lower; eg in schools where audio-active comparative laboratories are used only on an audio-active basis because of a fear that students will damage the machines by operating them.

a. If the objective of laboratory orientation is restated as the engendering of positive attitudes, then it is clear that orientation is a much more complex and crucial process than is commonly supposed, involving more than mere switch-manipulation. This is often felt but rarely expressed. It is, of course, an ongoing process in that even experienced students in the laboratory with certain kinds of practice material will still require prior practice with a teacher in order to know exactly what is expected of them in terms of response behaviour. However, it is during the early sessions in the laboratory that attitudes are formed and this is the time when the teacher has to put into operation a highly systematic and carefully planned set of procedures to ensure:

i. that the student has confidence in operating his end of the equipment and that he realises that he is the master of the machine;

ii. that he understands the pedagogic implications of the manipulations he is carrying out;

iii. that the groundwork of discrimination is laid;

iv. that essential laboratory discipline is understood;

v. that the teacher's role as monitor is clearly understood.

It is an interesting albeit parenthetical thought that the teacher is often called upon to carry out these procedures; this requires a bond of confidence between teacher and students at the beginning of the instruction.

b. I have come to the conclusion, after discussions with a wide range of colleagues, that it doesn't really matter in what order the elements of orientation are introduced, providing that what is done is carried out systematically and always with care being taken to link pedagogy to the machinery. What teachers need to elaborate are a variety of sets of procedures for orienting students to the laboratory within which ordering and selection will be determined by factors such as:

i. the type of equipment: I would say that the pedagogical uses of an AA laboratory are much less clear to both teacher and student than the AAC laboratory;

ii. the objectives of the course: in some courses the record facility is largely irrelevant;

iii. the age of the students;

iv. the mode of laboratory use, ie with the same teacher as in the classroom; with a laboratory teacher; without a teacher; on a library basis etc.

It used to be almost dogma amongst language laboratory users that in the first session students must record and listen to their own voices because

This again highlights the need for in-depth training of teachers and also introduces an equally important corollary - the training of students. This is, again, a neglected area because teachers tend to take too restricted a view of what can be expected of their students in the laboratory. Sights in many cases are set too low, the aim of initial orientation sessions in the language laboratory being simply to ensure that students understand how to operate the equipment. In some cases sights are set even lower; eg in schools where audio-active comparative laboratories are used only on an audio-active basis because of a fear that students will damage the machines by operating them.

a. If the objective of laboratory orientation is restated as the engendering of positive attitudes, then it is clear that orientation is a much more complex and crucial process than is commonly supposed, involving more than mere switch-manipulation. This is often felt but rarely expressed. It is, of course, an ongoing process in that even experienced students in the laboratory with certain kinds of practice material will still require prior practice with a teacher in order to know exactly what is expected of them in terms of response behaviour. However, it is during the early sessions in the laboratory that attitudes are formed and this is the time when the teacher has to put into operation a highly systematic and carefully planned set of procedures to ensure:

- i. that the student has confidence in operating his end of the equipment and that he realises that he is the master of the machine;
- ii. that he understands the pedagogic implications of the manipulations he is carrying out;
- iii. that the groundwork of discrimination is laid;
- iv. that essential laboratory discipline is understood;
- v. that the teacher's role as monitor is clearly understood.

It is an interesting albeit parenthetical thought that the teacher is often called upon to carry out these procedures; this requires a bond of confidence between teacher and students at the beginning of the instruction.

b. I have come to the conclusion, after discussions with a wide range of colleagues, that it doesn't really matter in what order the elements of orientation are introduced, providing that what is done is carried out systematically and always with care being taken to link pedagogy to the machinery. What teachers need to elaborate are a variety of sets of procedures for orienting students to the laboratory within which ordering and selection will be determined by factors such as:

- i. the type of equipment: I would say that the pedagogical uses of an AA laboratory are much less clear to both teacher and student than the AAC laboratory;
- ii. the objectives of the course: in some courses the record facility is largely irrelevant;
- iii. the age of the students;
- iv. the mode of laboratory use, ie with the same teacher as in the classroom; with a laboratory teacher; without a teacher; on a library basis etc.

It used to be almost dogma amongst language laboratory users that in the first session students must record and listen to their own voices because it was felt that this was motivating. This is partially true (if transitory), but it doesn't mean that all students have to do this in the first laboratory sessions or else all will be lost. I have found that an initial session spent in encouraging students to make intelligent use of the re-wind switch in a listening comprehension exercise, where the students didn't speak at all, was every bit as motivating, because the students very quickly grasped the fact that this facility of the student recorder requires only very little manual practice before they can accurately capture small segments of an utterance which have previously gone uncomprehended, and that constant repetition of the segment and its environment can often lead to comprehension without recourse to the teacher. The problem here for the teacher is not teaching the student how to work the machine, but ensuring from the beginning that the student understands by example the pedagogic implications of what he is doing.

This procedure accords with the classic ordering of skills. It is much more important that students should modify their expectation of an instant magical improvement in their command of spoken language and appreciate from the start the aural function of the laboratory.

I stated earlier, in defining the objectives of orientation, that the teacher's role as monitor should be clearly understood by the student. This needs some elaboration if only because monitoring is often treated as if the teacher alone were concerned. In developing a positive attitude towards the laboratory it is crucial to familiarise the student with the teacher's procedure for correcting his mistakes, if only to prepare him for the 'Big Brother' anxieties from which all students suffer initially. It is interesting to pursue this a little further to see what happens when students who have not been adequately briefed are monitored in an early laboratory session. In the session concerned (and this is a tribute to laboratory design) no student was aware that he was being monitored when the teacher was using the monitor switch in the 'eavesdrop' position. (The days when selection of the switch caused a resounding click in the student earphones, or the volume dropped, and he looked up at the teacher with a knowing smile, seem to have passed.) When, however, the teacher moved the switch in order to converse with the student, thereby stopping the student machine, the students when questioned later all reported one or other of a mixture of the following reactions:

a. shock or surprise varying with the tone of the teacher's voice;

b. irritation that concentration had been interrupted;

c. something had gone wrong with the machine;

d. that the teacher was addressing the whole class;

e. that he, the student, had made a mistake and was going to be corrected, a view reinforced when he looked up and saw that the teacher was looking directly at him.

It seems that we are in an area of potential neglect where, in a desire to get students and teachers into constructive laboratory practice quickly, we oversimplify their needs, thereby defeating this goal and actually preventing the formation of positive attitudes.

it was felt that this was motivating. This is partially true (if transitory), but it doesn't mean that all students have to do this in the first laboratory sessions or else all will be lost. I have found that an initial session spent in encouraging students to make intelligent use of the re-wind switch in a listening comprehension exercise, where the students didn't speak at all, was every bit as motivating, because the students very quickly grasped the fact that this facility of the student recorder requires only very little manual practice before they can accurately capture small segments of an utterance which have previously gone uncomprehended, and that constant repetition of the segment and its environment can often lead to comprehension without recourse to the teacher. The problem here for the teacher is not teaching the student how to work the machine, but ensuring from the beginning that the student understands by example the pedagogic implications of what he is doing.

This procedure accords with the classic ordering of skills. It is much more important that students should modify their expectation of an instant magical improvement in their command of spoken language and appreciate from the start the aural function of the laboratory.

I stated earlier, in defining the objectives of orientation, that the teacher's role as monitor should be clearly understood by the student. This needs some elaboration if only because monitoring is often treated as if the teacher alone were concerned. In developing a positive attitude towards the laboratory it is crucial to familiarise the student with the teacher's procedure for correcting his mistakes, if only to prepare him for the 'Big Brother' anxieties from which all students suffer initially. It is interesting to pursue this a little further to see what happens when students who have not been adequately briefed are monitored in an early laboratory session. In the session concerned (and this is a tribute to laboratory design) no student was aware that he was being monitored when the teacher was using the monitor switch in the 'eavesdrop' position. (The days when selection of the switch caused a resounding click in the student earphones, or the volume dropped, and he looked up at the teacher with a knowing smile, seem to have passed.) When, however, the teacher moved the switch in order to converse with the student, thereby stopping the student machine, the students when questioned later all reported one or other of a mixture of the following reactions:

a. shock or surprise varying with the tone of the teacher's voice;

b. irritation that concentration had been interrupted;

c. something had gone wrong with the machine;

d. that the teacher was addressing the whole class;

e. that he, the student, had made a mistake and was going to be corrected, a view reinforced when he looked up and saw that the teacher was looking directly at him.

It seems that we are in an area of potential neglect where, in a desire to get students and teachers into constructive laboratory practice quickly, we oversimplify their needs, thereby defeating this goal and actually preventing the formation of positive attitudes.

## AUDIO-EQUIPMENT FOR LANGUAGE LEARNING - R James

A SUB-TITLE to this article could be "low-cost alternatives to the conventional language laboratory'. It does not look at the mainstream evolution of the language laboratory into its streamlined, press-button compact format with audio-visual student positions, including video monitors, automatic slide and filmstrip projection facilities etc. Also, there are, doubtless, many other individual, home-made and possibly cheaper versions of the alternative systems mentioned below. For teachers and administrators who have been conditioned into exclusively language-laboratory perspective on language-learning audio-systems, an insight into simpler substitutes may encourage experimentation.

It should be remembered that the comparative costs of the audio-systems listed here offer one criterion only for choosing between options. The particular language-teaching capacity of any one combination of these items is not necessarily comparable with any other combination. Apart from economy, an audio-system that consists of modules, rather than a fixed system, implies a particular approach to language-teaching, to learner strategies, to class-room organisation, and to materials format and the sort of language behaviour which they allow. It is still feasible to recommend the conventional language laboratory in a situation where there is a continuing tradition of teacher-centred class-room practice, where teachers are still being trained in audio-lingual, structuralist principles, where large-group instruction is the norm. However, so many language-laboratory installations degenerate to a sub-performance level because of inadequate maintenance and operational technical expertise. This has been particularly true in developing countries where a language laboratory, installed by aid donors, may languish in exotic isolation because there is no technical or educational infrastructure to sustain it.

It is arguable that introducing a cassette system of low-cost and therefore expendable units which can be replaced locally by any similar model from the many cassette recorders marketed globally is a more effective means of establishing a progressive multi-media instructional system than of establishing an expensive, elitist and technically demanding system which is not generalisable to a wider educational context. Cassette recorders are globally familiar items, as are transistor radios. Their wider use in education is far more possible, given the pedagogic inspiration, than that of the conventional language laboratory. This is not to deny the particular appropriateness of the language laboratory, for instance at university level, with mature students and adequate financial and material resources to maintain the laboratory in effective use. The distinction between two sets of criteria in evaluating the language laboratory, or any audio-visual media, is apparent:

a. Operational criteria - eg initial cost, cost of maintenance, availability of software and of qualified personnel, etc.

b. Pedagogic - eg the validity of claims for a-a student responding; the effectiveness of monitoring large groups; the case for individual a-c recording; the emphasis on isolated individual practice of the systematic, paradigmatic aspects of language and neglect of its situational, communicative context and functions.

Irrespective of ongoing criticism of the conventional language laboratory, and its defence, what does seem to be beyond dispute is a general recognition of the primacy of oral skills, and the role of audio-materials in developing them. The simplest audio-system for individual listening consists of an audio-loop which distributes a programme source to student headphones which

A SUB-TITLE to this article could be 'low-cost alternatives to the conventional language laboratory'. It does not look at the mainstream evolution of the language laboratory into its streamlined, press-button compact format with audio-visual student positions, including video monitors, automatic slide and filmstrip projection facilities etc. Also, there are, doubtless, many other individual, home-made and possibly cheaper versions of the alternative systems mentioned below. For teachers and administrators who have been conditioned into exclusively language-laboratory perspective on language-learning audio-systems, an insight into simpler substitutes may encourage experimentation.

It should be remembered that the comparative costs of the audio-systems listed here offer one criterion only for choosing between options. The particular language-teaching capacity of any one combination of these items is not necessarily comparable with any other combination. Apart from economy, an audio-system that consists of modules, rather than a fixed system, implies a particular approach to language-teaching, to learner strategies, to class-room organisation, and to materials format and the sort of language behaviour which they allow. It is still feasible to recommend the conventional language laboratory in a situation where there is a continuing tradition of teacher-centred class-room practice, where teachers are still being trained in audio-lingual, structuralist principles, where large-group instruction is the norm. However, so many language-laboratory installations degenerate to a sub-performance level because of inadequate maintenance and operational technical expertise. This has been particularly true in developing countries where a language laboratory, installed by aid donors, may languish in exotic isolation because there is no technical or educational infrastructure to sustain it.

It is arguable that introducing a cassette system of low-cost and therefore expendable units which can be replaced locally by any similar model from the many cassette recorders marketed globally is a more effective means of establishing a progressive multi-media instructional system than of establishing an expensive, elitist and technically demanding system which is not generalisable to a wider educational context. Cassette recorders are globally familiar items, as are transistor radios. Their wider use in education is far more possible, given the pedagogic inspiration, than that of the conventional language laboratory. This is not to deny the particular appropriateness of the language laboratory, for instance at university level, with mature students and adequate financial and material resources to maintain the laboratory in effective use. The distinction between two sets of criteria in evaluating the language laboratory, or any audio-visual media, is apparent:

a. Operational criteria - eg initial cost, cost of maintenance, availability of software and of qualified personnel, etc.

b. Pedagogic - eg the validity of claims for a-a student responding; the effectiveness of monitoring large groups; the case for individual a-c recording; the emphasis on isolated individual practice of the systematic, paradigmatic aspects of language and neglect of its situational, communicative context and functions.

Irrespective of ongoing criticism of the conventional language laboratory, and its defence, what does seem to be beyond dispute is a general recognition of the primacy of oral skills, and the role of audio-materials in developing them. The simplest audio-system for individual listening consists of an audio-loop which distributes a programme source to student headphones which may be audio-active for student-repeat or simply audio. The use of cordless wireless headphones eliminates cords and facilitates the installation of listening areas of different size within one room.

Prices:

| | | |
|---|---|---|
| Audio loop | | £20.00 |
| Headphones: | single ear piece | £ 1.00 |
| | cordless padded | £ 7.00 |
| | with cord, padded | £ 5.50 |
| | a-a with boom microphone approx. | £14.00 |

To individualise an audio-system, cassette tape players offer the cheapest student units. The cheapest of these players are battery-powered and would require a separate mains unit for connection to mains power.

Cassette players:

a. Hanimex HCP1500 battery with built-in-main adaptor. Educational price (ep) £12.00

b. Rank Aldis 146 battery (requires mains unit) Ep £19.50

Without considering yet the provision of a student a-c record facility, one problem of using only cassette players is that of pre-recording tapes. If a set of cassette players can be fed by a centralised cassette-copier, they are a highly economic proposition. If the teacher is dependent on his own resources in recording and copying cassette tapes, it would be better to supply cassette recorders:

| | | |
|---|---|---|
| a. | Philips N2221 player recorder, battery/mains. Ep | £21.00 |
| b. | Philips N330 2P battery/recorder. Ep | £16.21 |
| c. | Philips N2203 battery recorder. Ep | £25.63 |
| d. | Philips 222p mains/battery recorder. Ep | £30.00 |

Small group listening to pre-recorded programmes from any one cassette player is possible with the use of audio-distribution-units:

a. E J Arnold, Model 753: 6 headsets with volume control £ 6.50

b. Telex 527: build-on boxes for two headsets with volume control £4.60

c. S G Brown Primary Audio Set: 6 headsets £11.65

Simple stethoscope-type headsets are commonly used with such audio-links. Connecting a master programme source to slave-recorders through a distribution box would allow multiple copying. It is obvious that this could not parallel the console-controlled ease of multiple copying in a language laboratory. A key factor in facilitating the optimum use of any instructional media in schools is the development of centralised resource service units where operations like multiple copying and master-recording can be carried out.

may be audio-active for student-repeat or simply audio. The use of cordless wireless headphones eliminates cords and facilitates the installation of listening areas of different size within one room.

Prices:

| | | |
|---|---|---|
| Audio loop | | £20.00 |
| Headphones: | single ear piece | £ 1.00 |
| | cordless padded | £ 7.00 |
| | with cord, padded | £ 5.50 |
| | a-a with boom microphone approx | £14.00 |

To individualise an audio-system, cassette tape players offer the cheapest student units. The cheapest of these players are battery-powered and would require a separate mains unit for connection to mains power.

Cassette players:

a. Hanimex HCP1500 battery with built-in-main adaptor. Educational price (ep) £12.00

b. Rank Aldis 146 battery (requires mains unit) Ep £19.50

Without considering yet the provision of a student a-c record facility, one problem of using only cassette players is that of pre-recording tapes. If a set of cassette players can be fed by a centralised cassette-copier, they are a highly economic proposition. If the teacher is dependent on his own resources in recording and copying cassette tapes, it would be better to supply cassette recorders:

a. Philips N2221 player recorder, battery/mains. Ep £21.00

b. Philips N330 2P battery/recorder. Ep £16.21

c. Philips N2203 battery recorder. Ep £25.63

d. Philips 222p mains/battery recorder. Ep £30.00

Small group listening to pre-recorded programmes from any one cassette player is possible with the use of audio-distribution-units:

a. E J Arnold, Model 753: 6 headsets with volume control £ 6.50

b. Telex 527: build-on boxes for two headsets with volume control £4.60

c. S G Brown Primary Audio Set: 6 headsets £11.65

Simple stethoscope-type headsets are commonly used with such audio-links. Connecting a master programme source to slave-recorders through a distribution box would allow multiple copying. It is obvious that this could not parallel the console-controlled ease of multiple copying in a language laboratory. A key factor in facilitating the optimum use of any instructional media in schools is the development of centralised resource service units where operations like multiple copying and master-recording can be carried out.

So far, I have presented hardware options for group and individualised listening facilities. The recorders listed above do not allow a-c student recording in response to a master-track programme which the student cannot erase. Before looking at cassette recorders with this a-c capacity, a key attribute of the language laboratory should not be overlooked - monitoring.

Teacher-monitored a-a student performance is offered by:

a. ESL Bristol Minilab. This comprises a teachers' console which enables individual communication with 10 students. The minilab can be connected to any programme input. Complete with a-a headsets and extension leads it costs £335.00. Separate consoles, at £135.00, allow the monitoring of additional groups of 10 students.

b. Flexilab, a slightly more sophisticated version of Minilab, which is also produced by ESL Bristol. The console can distribute two programmes to groups of 8 students. Additional console units increase its capacity by 8. The student headsets are connected to student positions consisting of a socket with volume control, which need to be set around the walls or on desks. The complete unit for 8 students costs £858.00.

c. Another unit which allows monitoring and which is akin in mobility to the Minilab is the Tandberg Group Trainer 15GT2. This is a tape-recorder with an attached console that has a capacity for 12 students. The attachment of another recorder allows successive student recording for evaluation purposes. At £209.00, excluding headsets, it compares favourably with the Minilab in terms of portability for small group work. The Minilab, on the other hand, can be connected to any programme source and can be more economically added to for bigger groups.

Apart from language-learning-method issues, the mobility of instructional resources is an issue that affects the utilisation of learning space and in particular the need for multi-purpose facilities which allow a range of learning activities. The alignment of conventional language laboratory booths along the walls goes a long way towards achieving this, as does a mobile Minilab on a trolley. Flexilab appears to be less flexible and more costly with regard to total mobility, although its minimal student positions do eliminate trailing cords, a facotr which suits the Minilab more to groups of 10 or so.

From simple listening systems and monitored a-a systems to a-c student recording is a big step, technologically and financially. The a-c mode accounts for over half the price of a conventional language-laboratory. Of the £5,787.00 quoted for a 20-booth Connevans MK6 laboratory, £3,000 is taken by student recorders. The value of a-c practice as a means of refining pronunciation through comparison and contrast seems indisputable. However, the artificiality of many drills and exercises has drawn criticism that the a-c mode cannot adequately develop communication skills. Time and skill is required to prepare imaginative material which does creatively involve the student.

The following cassette recorders are designed for a-c language practice. That is, the student can record and erase on one track without erasing the master-track. A built-in adaptor switch is required to allow recording on the master-track in the normal mode.

So far, I have presented hardware options for group and individualised listening facilities. The recorders listed above do not allow a-c student recording in response to a master-track programme which the student cannot erase. Before looking at cassette recorders with this a-c capacity, a key attribute of the language laboratory should not be overlooked - monitoring.

Teacher-monitored a-a student performance is offered by:

a. ESL Bristol Minilab. This comprises a teachers' console which enables individual communication with 10 students. The minilab can be connected to any programme input. Complete with a-a headsets and extension leads it costs £335.00. Separate consoles, at £135.00, allow the monitoring of additional groups of 10 students.

b. Flexilab, a slightly more sophisticated version of Minilab, which is also produced by ESL Bristol. The console can distribute two programmes to groups of 8 students. Additional console units increase its capacity by 8. The student headsets are connected to student positions consisting of a socket with volume control, which need to be set around the walls or on desks. The complete unit for 8 students costs £858.00.

c. Another unit which allows monitoring and which is akin in mobility to the Minilab is the Tandberg Group Trainer 15GT2. This is a tape-recorder with an attached console that has a capacity for 12 students. The attachment of another recorder allows successive student recording for evaluation purposes. At £209.00, excluding headsets, it compares favourably with the Minilab in terms of portability for small group work. The Minilab, on the other hand, can be connected to any programme source and can be more economically added to for bigger groups.

Apart from language-learning-method issues, the mobility of instructional resources is an issue that affects the utilisation of learning space and in particular the need for multi-purpose facilities which allow a range of learning activities. The alignment of conventional language laboratory booths along the walls goes a long way towards achieving this, as does a mobile Minilab on a trolley. Flexilab appears to be less flexible and more costly with regard to total mobility, although its minimal student positions do eliminate trailing cords, a facotr which suits the Minilab more to groups of 10 or so.

From simple listening systems and monitored a-a systems to a-c student recording is a big step, technologically and financially. The a-c mode accounts for over half the price of a conventional language-laboratory. Of the £5,787.00 quoted for a 20-booth Connevans MK6 laboratory, £3,000 is taken by student recorders. The value of a-c practice as a means of refining pronunciation through comparison and contrast seems indisputable. However, the artificiality of many drills and exercises has drawn criticism that the a-c mode cannot adequately develop communication skills. Time and skill is required to prepare imaginative material which does creatively involve the student.

The following cassette recorders are designed for a-c language practice. That is, the student can record and erase on one track without erasing the master-track. A built-in adaptor switch is required to allow recording on the master-track in the normal mode.

a. Aveley Cybervox

   i. Student model (student-track recording only) £95.00

   ii. Teachers model (Master-track recording) £110.00

b. Philips LCH1015G (ESL Bristol): £85.00, including headset.

c. ESL Bristol Language study recorder LCH 1015: £79.00 including headset.

d AIWA TM405 £74.00, with a variable speed control.

There is a fuller version of Flexilab which uses cassette student position to achieve full a-a-c language laboratory facilites. The master programme can be recorded onto student recorders during a monitored a-a practice phase. The teacher can monitor student-recording in the a-c mode with the proviso that the student-recorder should be paused during individual correction or the teacher's voice would be recorded on the student's tape. That the teacher does not have control over the student-recorders is significant only in that it requires students to operate their own recorders to record from the master programme. Flexilab most closely equals the conventional language laboratory. A unit of 16 student positions costs £2,585.00; a unit of 8 positions costs £1,580.00.

Apart from its modular nature, which allows adjustments in response to class size and room capacity, the simplicity and mobility of its components enable it to be stored and connected when necessary to fixed socket installations. The cassette recorders can be stored when not in use for language learning or applied to other study purposes.

A completely portable version of Flexilab, using cable connections from console to student positions has potential value for peripatetic teachers or teacher-trainers who service several institutions. The development of in-service language courses and on-site training in English for occupational purposes also offers scope for a compact, modular and portable language laboratory.

A more economical version of Flexilab, but suited more to groups of 10, can be combined from an ESL Minilab and a set of Philips LCH1015G a-c recorders. As with Flexilab, a master-tape can be bulk-copied through the console onto student recorders. With both Flexilab and Minilab systems a magnetic tape eraser would save much time in cleaning tapes for re-use (cost £10.00). Although students would be seated around a Minilab for a-a monitored practice, they can disperse for a-c recording.

In a conventional language laboratory the facilities of any student position in use are only partially exploited in any one mode. Using a set of cassette a-c recorders and a Mini or Flexi laboratory listening system, two groups of students could be using both sets of equipment simultaneously, in the same or in different rooms, in different phases of aural-oral practice. Organising equipment for variable cyclical work in this manner would allow the teacher to concentrate systematically on smaller numbers of students at a time and to retain and recycle a student through a phase which he has not mastered. This can also be done in the conventional language laboratory, where groups can be subdivided into different practice activities. Flexi or Mini laboratory alternatives have the advantage of economy. A comparison of cost per student position reveals:

| | | |
|---|---|---|
| a. | Conventional language laboratory (eg Connevans) | £250.00 |
| b. | Flexilab with a-c recorders | £154.00 |

| | | |
|---|---|---|
| i. | Student model (student-track recording only) | £95.00 |
| ii. | Teachers model (Master-track recording) | £110.00 |

b. Philips LCH1015G (ESL Bristol): £85.00, including headset.

c. ESL Bristol Language study recorder LCH 1015: £79.00 including headset.

d AIWA TM405 £74.00, with a variable speed control.

There is a fuller version of Flexilab which uses cassette student position to achieve full a-a-c language laboratory facilites. The master programme can be recorded onto student recorders during a monitored a-a practice phase. The teacher can monitor student-recording in the a-c mode with the proviso that the student-recorder should be paused during individual correction or the teacher's voice would be recorded on the student's tape. That the teacher does not have control over the student-recorders is significant only in that it requires students to operate their own recorders to record from the master programme. Flexilab most closely equals the conventional language laboratory. A unit of 16 student positions costs £2,585.00; a unit of 8 positions costs £1,580.00.

Apart from its modular nature, which allows adjustments in response to class size and room capacity, the simplicity and mobility of its components enable it to be stored and connected when necessary to fixed socket installations. The cassette recorders can be stored when not in use for language learning or applied to other study purposes.

A completely portable version of Flexilab, using cable connections from console to student positions has potential value for peripatetic teachers or teacher-trainers who service several institutions. The development of in-service language courses and on-site training in English for occupational purposes also offers scope for a compact, modular and portable language laboratory.

A more economical version of Flexilab, but suited more to groups of 10, can be combined from an ESL Minilab and a set of Philips LCH1015G a-c recorders. As with Flexilab, a master-tape can be bulk-copied through the console onto student recorders. With both Flexilab and Minilab systems a magnetic tape eraser would save much time in cleaning tapes for re-use (cost £10.00). Although students would be seated around a Minilab for a-a monitored practice, they can disperse for a-c recording.

In a conventional language laboratory the facilities of any student position in use are only partially exploited in any one mode. Using a set of cassette a-c recorders and a Mini or Flexi laboratory listening system, two groups of students could be using both sets of equipment simultaneously, in the same or in different rooms, in different phases of aural-oral practice. Organising equipment for variable cyclical work in this manner would allow the teacher to concentrate systematically on smaller numbers of students at a time and to retain and recycle a student through a phase which he has not mastered. This can also be done in the conventional language laboratory, where groups can be subdivided into different practice activities. Flexi or Mini laboratory alternatives have the advantage of economy. A comparison of cost per student position reveals:

| | | |
|---|---|---|
| a. | Conventional language laboratory (eg Connevans) | £250.00 |
| b. | Flexilab with a-c recorders | £154.00 |

c. Minilab with a-c recorders £110.00

Apart from Flexilab and Minilab, the equipment listed in this article does not necessarily represent an exhaustive and evaluative selection of what is available. For convenience I have taken Philips products as a base-line in international cost-quality terms upon which it is possible to align and compare other models and makes.

---

## NEWS ITEMS

---

### Film Library for Teacher Education

National Audio-Visual Aids Library. This special library of films suitable for the education of teachers came into operation on 1 April 1972. It was established for the use of Colleges and Departments of Education. The collection has films on child-development; social background of children; psychology of learning; individual and social psychology; methodology; educational systems; special schools; comparative education. Members pay a joining fee of £100.00 and thereafter an annual fee of £100.00, which allows 125 units of film hire. All films are 16mm sound.

IATEFL. Subscription rates are as follows:

| | | |
|---|---|---|
| 1974-75 | £1.25 | IATEFL Membership only |
| | £2.85 | IATEFL and ELT Membership |
| 1975-76 | £1.50 | IATEFL Membership only |
| | £4.30 | IATEFL and ELT Membership |

There are now branches of IATEFL in Belgium, Denmark, Greece, Holland and Iceland. Members belonging to a national branch pay a reduced subscription as follows:

| | | |
|---|---|---|
| 1974-75 | £1.00 | IATEFL Membership |
| | £2.60 | IATEFL and ELT Membership |
| 1975-76 | £1.20 | IATEFL Membership |
| | £4.00 | IATEFL and ELT Membership |

Any IATEFL Member wishing to join their national branch should send their subscriptions with their names and addresses to the branch secretary:

| | |
|---|---|
| Belgium | Mr R Janssens, J F Kennedy Laan 8, 2630 Aartselaar, Antwerp, Belgium |
| Denmark | Mr J Albertsen, 16 Østerled, Nr Nissum DK 7620 Lemvig, Denmark |
| Greece | Mr A B Gogos, 416 Mesoyeion Street, Athens, Greece |
| Holland | Dr W E Williams, Schout De Walestraat, 40 Oisterwijk Holland |
| Iceland | Mr H Askelsson, Lynghaga 4, Reykjavik, Iceland. |

Language Teaching and Linguistics: Abstracts. The subscription rate is now £6.00.

c. Minilab with a-c recorders £110.00

Apart from Flexilab and Minilab, the equipment listed in this article does not necessarily represent an exhaustive and evaluative selection of what is available. For convenience I have taken Philips products as a base-line in international cost-quality terms upon which it is possible to align and compare other models and makes.

---

## NEWS ITEMS

---

Film Library for Teacher Education

National Audio-Visual Aids Library. This special library of films suitable for the education of teachers came into operation on 1 April 1972. It was established for the use of Colleges and Departments of Education. The collection has films on child-development; social background of children; psychology of learning; individual and social psychology; methodology; educational systems; special schools; comparative education. Members pay a joining fee of £100.00 and thereafter an annual fee of £100.00, which allows 125 units of film hire. All films are 16mm sound.

IATEFL. Subscription rates are as follows:

| | | |
|---|---|---|
| 1974-75 | £1.25 | IATEFL Membership only |
| | £2.85 | IATEFL and ELT Membership |
| 1975-76 | £1.50 | IATEFL Membership only |
| | £4.30 | IATEFL and ELT Membership |

There are now branches of IATEFL in Belgium, Denmark, Greece, Holland and Iceland. Members belonging to a national branch pay a reduced subscription as follows:

| | | |
|---|---|---|
| 1974-75 | £1.00 | IATEFL Membership |
| | £2.60 | IATEFL and ELT Membership |
| 1975-76 | £1.20 | IATEFL Membership |
| | £4.00 | IATEFL and ELT Membership |

Any IATEFL Member wishing to join their national branch should send their subscriptions with their names and addresses to the branch secretary:

| | |
|---|---|
| Belgium | Mr R Janssens, J F Kennedy Laan 8, 2630 Aartselaar, Antwerp, Belgium |
| Denmark | Mr J Albertsen, 16 Østerled, Nr Nissum DK 7620 Lemvig, Denmark |
| Greece | Mr A B Gogos, 416 Mesoyeion Street, Athens, Greece |
| Holland | Dr W E Williams, Schout De Walestraat, 40 Oisterwijk Holland |
| Iceland | Mr H Askelsson, Lynghaga 4, Reykjavik, Iceland. |

Language Teaching and Linguistics: Abstracts. The subscription rate is now £6.00.

RELC - SEAMEO Regional English Language Centre. Two seminars will be held in 1975. English for Science and Technology at pre-job level: 21-25 April. Curriculum development and syllabus writing in July.

Computers in Education, the second world conference organised by IFIP (International Federation for Information Processing), will be held in Marseilles, France, 1-5 September 1975. An exhibition of education-oriented hardware and software will be held during the conference. Address: AFCET, 156 Boulevard Periere, 75017 Paris.

Austria From the school year 1976/77 on English will be regularly introduced in Austria in the third and fourth grade of the 4-year elementary school; from that time on, all Austrian children will be learning English at the age of 8. At present about a third of all pupils between 8 and 10 will be learning English experimentally. At that level the emphasis lies on the spoken word, written exercises being rare; nor are marks awarded. The same practice will be followed in 1976 and after.

Modern Language Teachers' Association of Victoria Congress, 1974. This was held at Monash University, which put the Rotunda Lecture Theatres and many seminar rooms at the disposal of the MLTAV. Each participant was provided with a folder containing information about the Congress. The programme began with an opening address on motivation by Mr R Horan, President of the New South Wales Association. A series of electives followed.

Journal of Indo-European Studies. This new journal will act as a medium for the exchange and synthesis of information derived from archaeology, historical anthropology, mythology and philology, with special emphasis on the syncretic correlation of material bearing on Indo-European-speaking societies in prehistoric and early historic times.

BBC Modern English. From Issue No 4 (1975), Modern English is changing its title to BBC Modern English.

Centro do Linguistica Aplicada, Seção Rio, will be directed by Professor T B N Lopes. In the first semester of 1975, the Rio branch will offer 3 courses to high-school teachers on: Introduction to Linguistics: American-English; Pronunciation: Selected Problems in English Usage. For further information apply to: CLA, Seção Rio, Rua Da Satamini 69-A, Tijuca, Rio de Janeiro, GB 20,000, Brazil.

Putney College for Further Education. A course in English for finance and economics (for foreigners) is to be held at the College between 2 and 27 June. Students are assumed to have a good knowledge of the subject-matter of the course in their own languages. For further details, apply to: The Senior Administrative Officer, English for Finance and Economics, Putney College for Further Education, 50-52 Putney Hill, London SW15.

Centre for Information on Language Teaching and Research: Conference on Language Use (July 1974). The participants realised that apart from clarifying the use to which language is to be put in terms of occupation or context, any specialised aim needs also to state the level at which the learner will work. The problem then is to produce appropriate teaching materials. It was also noted that the defining of specialised aims is easier than specifying their corresponding linguistic requirements. During the conference the rationale of intensive courses for adults was reviewed and problems of organisation, as well as other matters, discussed.

RELC - SEAMEO Regional English Language Centre. Two seminars will be held in 1975. English for Science and Technology at pre-job level: 21-25 April. Curriculum development and syllabus writing in July.

Computers in Education, the second world conference organised by IFIP (International Federation for Information Processing), will be held in Marseilles, France, 1-5 September 1975. An exhibition of education-oriented hardware and software will be held during the conference. Address: AFCET, 156 Boulevard Periere, 75017 Paris.

Austria From the school year 1976/77 on English will be regularly introduced in Austria in the third and fourth grade of the 4-year elementary school; from that time on, all Austrian children will be learning English at the age of 8. At present about a third of all pupils between 8 and 10 will be learning English experimentally. At that level the emphasis lies on the spoken word, written exercises being rare; nor are marks awarded. The same practice will be followed in 1976 and after.

Modern Language Teachers' Association of Victoria Congress, 1974. This was held at Monash University, which put the Rotunda Lecture Theatres and many seminar rooms at the disposal of the MLTAV. Each participant was provided with a folder containing information about the Congress. The programme began with an opening address on motivation by Mr R Horan, President of the New South Wales Association. A series of electives followed.

Journal of Indo-European Studies. This new journal will act as a medium for the exchange and synthesis of information derived from archaeology, historical anthropology, mythology and philology, with special emphasis on the syncretic correlation of material bearing on Indo-European-speaking societies in prehistoric and early historic times.

BBC Modern English. From Issue No 4 (1975), Modern English is changing its title to BBC Modern English.

Centro do Linguistica Aplicada, Seção Rio, will be directed by Professor T B N Lopes. In the first semester of 1975, the Rio branch will offer 3 courses to high-school teachers on: Introduction to Linguistics: American-English; Pronunciation: Selected Problems in English Usage. For further information apply to: CLA, Seção Rio, Rua Da Satamini 69-A, Tijuca, Rio de Janeiro, GB 20,000, Brazil.

Putney College for Further Education. A course in English for finance and economics (for foreigners) is to be held at the College between 2 and 27 June. Students are assumed to have a good knowledge of the subject-matter of the course in their own languages. For further details, apply to: The Senior Administrative Officer, English for Finance and Economics, Putney College for Further Education, 50-52 Putney Hill, London SW15.

Centre for Information on Language Teaching and Research: Conference on Language Use (July 1974). The participants realised that apart from clarifying the use to which language is to be put in terms of occupation or context, any specialised aim needs also to state the level at which the learner will work. The problem then is to produce appropriate teaching materials. It was also noted that the defining of specialised aims is easier than specifying their corresponding linguistic requirements. During the conference the rationale of intensive courses for adults was reviewed and problems of organisation, as well as other matters, discussed.

Summer Institute for the Teaching of English for Science and Technology. 30 June to 1 August 1975. Office of Short Courses and Conferences, University of Washington, OW-50 Seattle, Washington 98195. USA. This Institute is designed primarily for those teachers who wish to learn how to deal with the reading and writing problems of their students in scientific or technical fields at secondary or advanced levels, but should also be of interest to those in related fields such as science teachers interested in ESL and researchers in second-language acquisition. Participants are requested to bring or send in advance samples of their EST teaching materials and/or samples of the materials their EST students will be reading in their future studies or course work.

TEFL in Chile. Two most interesting activities connected with EFL are being carried out at the Department of English of the University of Chile at Santiago. One is a survey of adult English-language objective needs and the other is a two-month course for training teachers of English for science and technology. (EST).

I. Survey of English Language Needs. The English Division of the Department of Modern Languages of the University of Chile has considered it necessary to investigate the real use made of English at present in Chile, to determine the relative importance of the areas in which English is used, and to establish the frequency of the different language-operations performed in the situation delimited by this study.

The need to use English in a large number of occupations in Chile is widely recognised. It is therefore essential to provide the community with the tools necessary for more efficient socio-professional development.

The main objective of this research project is to indicate the medium, register, and situations in which the English language is most frequently used, so that the results of the investigation can be used as a basis for the preparation of modular courses for the functional teaching/learning of English.

'Our experience of educational reality in the field of TEFL has shown us: (a) that it is impossible, unnecessary, and uneconomical to learn the totality of a foreign language; (b) that there are numerous professionals and workers in Chile who need to use certain registers of English to participate more efficiently in their professional fields; (c) that the results of a foreign language teaching/learning process are more positive when this process responds to individual motivation. It is axiomatic that the adult learner learns rapidly what he can use immediately.

It is therefore necessary to determine precisely the real English-language needs of professionals and workers in Chile in order to respond efficiently to these adults' requirements.

The first stage of the research will involve the definition of the field of study and the development of questionnaires which will yield data on language agents, language situations, and language operations. At a later stage the questionnaires will be given and the results analysed.

At the moment we are working on the preparation of the questionnaires and would like to exchange ideas with anybody interested in a similar type of work.' Please write to:

Summer Institute for the Teaching of English for Science and Technology. 30 June to 1 August 1975. Office of Short Courses and Conferences, University of Washington, OW-50 Seattle, Washington 98195. USA. This Institute is designed primarily for those teachers who wish to learn how to deal with the reading and writing problems of their students in scientific or technical fields at secondary or advanced levels, but should also be of interest to those in related fields such as science teachers interested in ESL and researchers in second-language acquisition. Participants are requested to bring or send in advance samples of their EST teaching materials and/or samples of the materials their EST students will be reading in their future studies or course work.

TEFL in Chile. Two most interesting activities connected with EFL are being carried out at the Department of English of the University of Chile at Santiago. One is a survey of adult English-language objective needs and the other is a two-month course for training teachers of English for science and technology. (EST).

I. Survey of English Language Needs. The English Division of the Department of Modern Languages of the University of Chile has considered it necessary to investigate the real use made of English at present in Chile, to determine the relative importance of the areas in which English is used, and to establish the frequency of the different language-operations performed in the situation delimited by this study.

The need to use English in a large number of occupations in Chile is widely recognised. It is therefore essential to provide the community with the tools necessary for more efficient socio-professional development.

The main objective of this research project is to indicate the medium, register, and situations in which the English language is most frequently used, so that the results of the investigation can be used as a basis for the preparation of modular courses for the functional teaching/learning of English.

'Our experience of educational reality in the field of TEFL has shown us: (a) that it is impossible, unnecessary, and uneconomical to learn the totality of a foreign language; (b) that there are numerous professionals and workers in Chile who need to use certain registers of English to participate more efficiently in their professional fields; (c) that the results of a foreign language teaching/learning process are more positive when this process responds to individual motivation. It is axiomatic that the adult learner learns rapidly what he can use immediately.

It is therefore necessary to determine precisely the real English-language needs of professionals and workers in Chile in order to respond efficiently to these adults' requirements.

The first stage of the research will involve the definition of the field of study and the development of questionnaires which will yield data on language agents, language situations, and language operations. At a later stage the questionnaires will be given and the results analysed.

At the moment we are working on the preparation of the questionnaires and would like to exchange ideas with anybody interested in a similar type of work.' Please write to:

'English Language Needs Research'
Department of English
Facultad de Filosofia y Letras
Universidad de Chile
Macul 774
Santiago
CHILE

II. EST Course. For the first time the Department of English will offer an intensive two-month course to train teachers of EST. The course, consisting of 120 hours of instruction, will be held at the Department from March to April 1975. It is open to teachers and/or trainee teachers of English from any country. For further information write to Mrs O Boys at the address given above.

The 4th International Congress of Applied Linguistics will be held at the University of Stuttgart, Germany, 25-30 August 1975. Contact Herr Detler Riebecke, Secretary, 7 Stuttgart 50, Hallsellag 151, Germany.

Eighth International Congress of Phonetic Sciences, Leeds, England, 17-23 August 1975. Inquiries should be addressed to Special Courses Division, Department of Adult Education and Extra-Mural Studies, Leeds University, England LS2 9JT.

Twelfth International Congress of the Féderation Internationale des Professeurs de Langues Vivantes (FIPLV), Washington DC, 26-29 November 1975. Theme: 'Foreign Language Teaching - Why?' Inquiries: FIPLV D.355, Marburg, Postfach 544, FRG.

Second Overseas Conference of IATEFL, jointly with the APLV (France). St Malo, France, 28-30 December (inclusive) 1975.

Readers may not yet have heard of SLANT. This 'Newsletter for Researchers Second Language Acquisition Notes and Topics' first appeared in June 1974, followed by SLANT No 2 in October 1974, under the joint editorship of Harry Selinker and Nancy Backman. It is the result of discussions held after a workshop on Second Language Acquisition at the TESOL Denver Convention in March, 1974. The editor uses 'second-language acquisition' to cover distinctions made in British terminology between untutored second-language situations (L2 acquisition) and formal classroom learning (L2 learning). The newsletter will foster, it is hoped, the development of a solid research foundation in this field. Its purpose is to have readers provide information for other researchers concerning their professional activities. The editor requests contributions to SLANT for the following information sections: 1. Courses in L2 Acquisition; 2. Publications; 3. Work-in-Progress; 4. Standardising of terminology; 5. Jobs; 6. Future Meetings; 7. Additions to mailing-list, as well as guest editorials and letters or commentaries of any kind. SLANT will be published irregularly and subscribers are asked to send £5.00 for o/seas airmail service. Cheques should be made out to Harry Selinker and sent to 6N-40, University of Washington, Seattle, WA 98195. The third issue of SLANT will be edited by Richard Allwright of Essex University.

### Communication in Schools

University of York

Materials for use in Teacher-Training Discussions on Classroom English Language Needs and Methods.

'English Language Needs Research'
Department of English
Facultad de Filosofia y Letras
Universidad de Chile
Macul 774
Santiago
CHILE

II. EST Course. For the first time the Department of English will offer an intensive two-month course to train teachers of EST. The course, consisting of 120 hours of instruction, will be held at the Department from March to April 1975. It is open to teachers and/or trainee teachers of English from any country. For further information write to Mrs O Boys at the address given above.

The 4th International Congress of Applied Linguistics will be held at the University of Stuttgart, Germany, 25-30 August 1975. Contact Herr Detler Riebecke, Secretary, 7 Stuttgart 50, Hallsellag 151, Germany.

Eighth International Congress of Phonetic Sciences, Leeds, England, 17-23 August 1975. Inquiries should be addressed to Special Courses Division, Department of Adult Education and Extra-Mural Studies, Leeds University, England LS2 9JT.

Twelfth International Congress of the Federation Internationale des Professeurs de Langues Vivantes (FIPLV), Washington DC, 26-29 November 1975. Theme: 'Foreign Language Teaching - Why?' Inquiries: FIPLV D.355, Marburg, Postfach 544, FRG.

Second Overseas Conference of IATEFL, jointly with the APLV (France). St Malo, France, 28-30 December (inclusive) 1975.

Readers may not yet have heard of SLANT. This 'Newsletter for Researchers Second Language Acquisition Notes and Topics' first appeared in June 1974, followed by SLANT No 2 in October 1974, under the joint editorship of Harry Selinker and Nancy Backman. It is the result of discussions held after a workshop on Second Language Acquisition at the TESOL Denver Convention in March, 1974. The editor uses 'second-language acquisition' to cover distinctions made in British terminology between untutored second-language situations (L2 acquisition) and formal classroom learning (L2 learning). The newsletter will foster, it is hoped, the development of a solid research foundation in this field. Its purpose is to have readers provide information for other researchers concerning their professional activities. The editor requests contributions to SLANT for the following information sections: 1. Courses in L2 Acquisition; 2. Publications; 3. Work-in-Progress; 4. Standardising of terminology; 5. Jobs; 6. Future Meetings; 7. Additions to mailing-list, as well as guest editorials and letters or commentaries of any kind. SLANT will be published irregularly and subscribers are asked to send £5.00 for o/seas airmail service. Cheques should be made out to Harry Selinker and sent to 6N-40, University of Washington, Seattle, WA 98195. The third issue of SLANT will be edited by Richard Allwright of Essex University.

Communication in Schools

University of York

Materials for use in Teacher-Training Discussions on Classroom English Language Needs and Methods.

This small project was set up in 1970 to produce audio-visual material for seminar discussion among students and lectures concerned with English language work.

Various collections of tape, videotape and film have also been made by lecturers and LEA advisers who are willing to make them more generally available. The handbook contains an annotated list of these together with notes on other films and tapes which might be useful. Any additions to subsequent versions of this list will be very welcome.

The first set of materials comprises 5 programmes consisting of transparencies, tapes, transcripts, and notes. The notes give highly detailed contexts for each speech sequence and guidelines indicating points of particular interest.

Programme 1: Ten-year-olds in Haringey. Examples of classroom interaction in an activity class with a large number of pupils born in this country of overseas parents. Suitable for discussions of language and method.

Programme 2: Indian girls in an Ealing Secondary School. Methods for teaching English as a foreign language and examples of the English more advanced pupils use in varied contexts. Intended for courses on immigrant education and language.

Programme 3: Picture-story telling by two seven-year-olds. Rossan's parents come from Mauritius and speak French Creole at home. Lawrence is English. Both boys make a good attempt at the story but the differences are interesting. Language and immigrant courses.

Programme 4: Mrs Pyrah's class in Castleford. Already well-known from TV and newspaper reports, this class in a mining town achieves a remarkable standard of precision and sophistication in their use of language. Films and videotapes of their work are mentioned in the handbook. This programme is a simple introduction to the method Mrs Pyrah has evolved.

Programme 5: Pupil-produced tape/slide programme following a visit to a lock. The language the children produce is remarkably professional for EPA 10-year-olds. Unfortunately there is no taped record of their preceding discussion, but the method could be of interest to students working with small groups.

Materials can be ordered from:

Communication in Schools Project
Language Teaching Centre
University of York
York
YO1 5DD

A handbook containing an annotated list of materials and transcripts of notes accompanying programmes is available at 50p.

This small project was set up in 1970 to produce audio-visual material for seminar discussion among students and lectures concerned with English language work.

Various collections of tape, videotape and film have also been made by lecturers and LEA advisers who are willing to make them more generally available. The handbook contains an annotated list of these together with notes on other films and tapes which might be useful. Any additions to subsequent versions of this list will be very welcome.

The first set of materials comprises 5 programmes consisting of transparencies, tapes, transcripts, and notes. The notes give highly detailed contexts for each speech sequence and guidelines indicating points of particular interest.

Programme 1: Ten-year-olds in Haringey. Examples of classroom interaction in an activity class with a large number of pupils born in this country of overseas parents. Suitable for discussions of language and method.

Programme 2: Indian girls in an Ealing Secondary School. Methods for teaching English as a foreign language and examples of the English more advanced pupils use in varied contexts. Intended for courses on immigrant education and language.

Programme 3: Picture-story telling by two seven-year-olds. Rossan's parents come from Mauritius and speak French Creole at home. Lawrence is English. Both boys make a good attempt at the story but the differences are interesting. Language and immigrant courses.

Programme 4: Mrs Pyrah's class in Castleford. Already well-known from TV and newspaper reports, this class in a mining town achieves a remarkable standard of precision and sophistication in their use of language. Films and videotapes of their work are mentioned in the handbook. This programme is a simple introduction to the method Mrs Pyrah has evolved.

Programme 5: Pupil-produced tape/slide programme following a visit to a lock. The language the children produce is remarkably professional for EPA 10-year-olds. Unfortunately there is no taped record of their preceding discussion, but the method could be of interest to students working with small groups.

Materials can be ordered from:

Communication in Schools Project
Language Teaching Centre
University of York
York
YO1 5DD

A handbook containing an annotated list of materials and transcripts of notes accompanying programmes is available at 50p.

## ADDITIONS TO ETIC ARCHIVES

### GENERAL HOLDINGS

Fanselow, J F. Selected references on the use of systematic analysis in teacher-training. 3pp.

Intensive Course B for architecture students. 40pp. (Received November 1974.)

Jones, K. The role of discourse analysis in devising undergraduate reading programmes in EST, July 1974. 20pp. With 2 appendices.

Macmillan, M. The teaching of English to scientists of other languages: Sense or sensibility (summary); published as Chapter 3 of Science and Technology in a Second Language (CILT Reports and Papers 7; CILT 1971). 4pp.

Oskarsson, M. On the role of the mother-tongue in learning foreign-language vocabulary. 1974. 15pp. (Received November 1974.)

Strevens, P. Theoretical studies of the language-learning/teaching process: Elements of a model. April 1974. 54pp.

Sussex scheme for the analysis of curriculum materials. 17pp. (Undated; received October 1974.)

Turner, R. Dissertation submitted to the University of Essex, May 1974: Where do linguistic models come from?

### REGIONAL HOLDINGS

| | |
|---|---|
| Algeria | *Edwards, T E. Report on the orientation/briefing course for new teachers of English arriving in Algeria. September 1974. 7pp. (Accompanying papers are among the outsize documents.) |
| Botswana | Bloor, T. The development of the new English examination in the UBLS Junior Certificate. October 1974. 10pp. |
| | English Syllabus Standard 3-7, Botswana. 72pp. (Received November 1974.) |
| | Form 1 English Syllabus for Botswana Secondary Schools. 81pp (Undated; received October 1974.) |
| | Specimen 2 of UBLS Schools Examination Council Junior Certificate Examination, November 1974. English Paper II, Parts 1, 2 and 3: 9pp respectively. |
| Brazil | Programa of the course on Literature in the English Language held at Joao Pessoa, Brazil. (Received November 1974.) |
| | Syllabuses of the Federal University of Paraiba, Brazil. 26pp. (Received November 1974.) |
| | Syllabuses of the Federal University of Pernambuco, Recife, Brazil. 5pp. (Received November 1973.) |

## ADDITIONS TO ETIC ARCHIVES

### GENERAL HOLDINGS

Fanselow, J F. Selected references on the use of systematic analysis in teacher-training. 3pp.

Intensive Course B for architecture students. 40pp. (Received November 1974.)

Jones, K. The role of discourse analysis in devising undergraduate reading programmes in EST, July 1974. 20pp. With 2 appendices.

Macmillan, M. The teaching of English to scientists of other languages: Sense or sensibility (summary); published as Chapter 3 of Science and Technology in a Second Language (CILT Reports and Papers 7; CILT 1971). 4pp.

Oskarsson, M. On the role of the mother-tongue in learning foreign-language vocabulary. 1974. 15pp. (Received November 1974.)

Strevens, P. Theoretical studies of the language-learning/teaching process: Elements of a model.. April 1974. 54pp.

Sussex scheme for the analysis of curriculum materials. 17pp. (Undated; received October 1974.)

Turner, R. Dissertation submitted to the University of Essex, May 1974: Where do linguistic models come from?

### REGIONAL HOLDINGS

| | |
|---|---|
| Algeria | *Edwards, T E. Report on the orientation/briefing course for new teachers of English arriving in Algeria. September 1974. 7pp. (Accompanying papers are among the outsize documents.) |
| Botswana | Bloor, T. The development of the new English examination in the UBLS Junior Certificate. October 1974. 10pp. |
| | English Syllabus Standard 3-7, Botswana. 72pp. (Received November 1974.) |
| | Form 1 English Syllabus for Botswana Secondary Schools. 81pp (Undated; received October 1974.) |
| | Specimen 2 of UBLS Schools Examination Council Junior Certificate Examination, November 1974. English Paper II, Parts 1, 2 and 3: 9pp respectively. |
| Brazil | Programa of the course on Literature in the English Language held at Joao Pessoa, Brazil. (Received November 1974.) |
| | Syllabuses of the Federal University of Paraiba, Brazil. 26pp. (Received November 1974.) |
| | Syllabuses of the Federal University of Pernambuco, Recife, Brazil. 5pp. (Received November 1973.) |

| | |
|---|---|
| Ceylon | Report of the Committee appointed by the Vice-Chancellor on the intensive course in English in the campuses of the University of Sri Lanka. July 1974. (Ceylon.) 48pp. |
| | Papers from the Master Teachers' Course in English given at the Curriculum Development Centre, Colombo, Ceylon. 29 October to 3 November 1973. 34pp. |
| Chile | Syllabus of the scientific English course 'Scientific English for Medicine'. University of Chile. 4pp. (Undated; received October 1974.) |
| Czechoslovakia | *Allen, W S. Short report on summer school of Slovak teachers held at Trencianske Toplice, Czechoslovakia. 19 to 31 August 1974. 3pp. |
| | *Mackay, R. Report on course at Olomouc, Czechoslovakia. 3 to 21 September 1974. 4pp. |
| | *Pearson, K L. Report on the summer school at Trencianske Toplice, Czechoslovakia, August 1974. 2pp. |
| Dahomey | *Tomalin, B. The functions of the ELT Adviser to Dahomey. (Received November 1974.) |
| | Tomalin, B. Who's who in ELT in Dahomey. 2pp. (Received November 1974.) |
| East Africa | Literature in English (East Africa). Proposals for a new syllabus. 27 January 1970. 5pp. |
| | Memorandum representing the views of the staff of English subject (Department of English) at the University of Zambia on School Certificate O-level literature in English syllabus. (East Africa.) |
| Egypt | Teachers' Handbook. TV English lessons for secondary schools: Grade 2. (Egypt.) 58pp. (Undated; received October 1974.) Script for Programme 2, with publicity schedule, attached. |
| | Egyptian Schools TV Service. Programmes for teachers of English. Programme 1. (Egypt.) 20pp. (Undated; received October 1974.) |
| | Egyptian Schools TV Service English Language Programmes 16, 17 and 18: for Grade One, Secondary Schools. (Undated; received October 1974.) 16pp, 20pp and 16pp. |
| | Excerpt from 'Handbook on Secondary Language Programmes'. (Egypt.) 5pp. (Received October 1974.) |
| | *Little, G. Report on the Ministry of Education Summer Refresher Courses: 1: Course for secondary schoolteachers, 3 to 22 August 1974; 2: Course for senior inspectors, 24 to 29 August 1974, held in Alexandria, Egypt. 6pp. |
| Ethiopia | *Thompson, L. EFL and Personal Report of English Language Adviser, Mass Media and Curriculum Centre, Addis Ababa, Ethiopia. October 1972 to February 1974. 32pp. |

| | |
|---|---|
| Ceylon | Report of the Committee appointed by the Vice-Chancellor on the intensive course in English in the campuses of the University of Sri Lanka. July 1974. (Ceylon.) 48pp. |
| | Papers from the Master Teachers' Course in English given at the Curriculum Development Centre, Colombo, Ceylon. 29 October to 3 November 1973. 34pp. |
| Chile | Syllabus of the scientific English course 'Scientific English for Medicine'. University of Chile. 4pp. (Undated; received October 1974.) |
| Czechoslovakia | *Allen, W S. Short report on summer school of Slovak teachers held at Trencianske Toplice, Czechoslovakia. 19 to 31 August 1974. 3pp. |
| | *Mackay, R. Report on course at Olomouc, Czechoslovakia. 8 to 21 September 1974. 4pp. |
| | *Pearson, K L. Report on the summer school at Trencianske Toplice, Czechoslovakia, August 1974. 2pp. |
| Dahomey | *Tomalin, B. The functions of the ELT Adviser to Dahomey. (Received November 1974.) |
| | Tomalin, B. Who's who in ELT in Dahomey. 2pp. (Received November 1974.) |
| East Africa | Literature in English (East Africa). Proposals for a new syllabus. 27 January 1970. 5pp. |
| | Memorandum representing the views of the staff of English subject (Department of English) at the University of Zambia on School Certificate O-level literature in English syllabus. (East Africa.) |
| Egypt | Teachers' Handbook. TV English lessons for secondary schools: Grade 2. (Egypt.) 58pp. (Undated; received October 1974.) Script for Programme 2, with publicity schedule, attached. |
| | Egyptian Schools TV Service. Programmes for teachers of English. Programme 1. (Egypt.) 20pp. (Undated; received October 1974.) |
| | Egyptian Schools TV Service English Language Programmes 16, 17 and 18: for Grade One, Secondary Schools. (Undated; received October 1974.) 16pp, 20pp and 16pp. |
| | Excerpt from 'Handbook on Secondary Language Programmes'. (Egypt.) 5pp. (Received October 1974.) |
| | *Little, G. Report on the Ministry of Education Summer Refresher Courses: 1: Course for secondary schoolteachers, 3 to 22 August 1974; 2: Course for senior inspectors, 24 to 29 August 1974, held in Alexandria, Egypt. 6pp. |
| Ethiopia | *Thompson, L. EFL and Personal Report of English Language Adviser, Mass Media and Curriculum Centre, Addis Ababa, Ethiopia. October 1972 to February 1974. 32pp. |

| | |
|---|---|
| France | Examination papers of English courses given at the British Institute, Paris, France. Numerous pages. (Received October 1974.) |
| | Moller, A. Report on in-service seminars on testing for French secondary schoolteachers, held at Caen and Rouen, France, October 1974. 8pp. |
| Francophone Africa | British support for English studies in Francophone Africa. September 1974. 26pp. |
| Germany | *Adlam, R. Report on the Regional Directors' Conference on ELT held at Cologne, Germany, 11 September 1974. 4pp. With 12-page list of academic contacts. |
| | *Fisher, G H. Report on course for ELT assistants held between 6 and 21 September 1974 at Haus Altenberg, Germany, 5pp. |
| Ghana | Proposals for a new structure and content of education for Ghana. 16pp. (Undated; received October 1974.) |
| Greece | *Jago, I E. Report on the Aristotelian University of Thessaloniki, Greece, 1973-74. 6pp. |
| Hawaii | Information on the East-West Culture Learning Institute, Hawaii. 33pp. (Undated; received October 1974.) |
| Hungary | Allen, W S. Report on the summer school for Hungarian teachers of English at Debrecen, Hungary. 24 June to 13 July 1974. 4pp. |
| Iceland | *Boucher, A E. Letter from the Professor of English, University of Iceland, about the situation in the university. 1 November 1974. 2pp. |
| India | An English syllabus for India. Numerous pages. (Undated; received November 1974.) |
| | *Smith, A E. Report on the Andhra University Summer Institute in ELT, 1974. (India.) 5pp. |
| Indonesia | Education profile for Indonesia. July 1974. 16pp. |
| Iran | Some linguistic and functional aspects of an English course for students in agriculture. (M Phillips and others.) Language Centre, University of Tabriz: Association of Professors of English in Iran: Fourth annual seminar, 14 to 17 March 1974. |
| Israel | Annotated English-Teaching Bibliography: The language laboratory; programmed instruction; listening comprehension. October 1974. 14pp. |
| Italy | Sample Unit for the teaching of suggestions as a language function; prepared by Milan Teachers' Course, February to May 1974. (Italy.) 15pp. |

| | |
|---|---|
| France | Examination papers of English courses given at the British Institute, Paris, France. Numerous pages. (Received October 1974.) |
| | Moller, A. Report on in-service seminars on testing for French secondary schoolteachers, held at Caen and Rouen, France, October 1974. 8pp. |
| Francophone Africa | British support for English studies in Francophone Africa. September 1974. 26pp. |
| Germany | *Adlam, R. Report on the Regional Directors' Conference on ELT held at Cologne, Germany, 11 September 1974. 4pp. With 12-page list of academic contacts. |
| | *Fisher, G H. Report on course for ELT assistants held between 6 and 21 September 1974 at Haus Altenberg, Germany, 5pp. |
| Ghana | Proposals for a new structure and content of education for Ghana. 16pp. (Undated; received October 1974.) |
| Greece | *Jago, I E. Report on the Aristotelian University of Thessaloniki, Greece, 1973-74. 6pp. |
| Hawaii | Information on the East-West Culture Learning Institute, Hawaii. 33pp. (Undated; received October 1974.) |
| Hungary | Allen, W S. Report on the summer school for Hungarian teachers of English at Debrecen, Hungary. 24 June to 13 July 1974. 4pp. |
| Iceland | *Boucher, A E. Letter from the Professor of English, University of Iceland, about the situation in the university. 1 November 1974. 2pp. |
| India | An English syllabus for India. Numerous pages. (Undated; received November 1974.) |
| | *Smith, A E. Report on the Andhra University Summer Institute in ELT, 1974. (India.) 5pp. |
| Indonesia | Education profile for Indonesia. July 1974. 16pp. |
| Iran | Some linguistic and functional aspects of an English course for students in agriculture. (M Phillips and others.) Language Centre, University of Tabriz: Association of Professors of English in Iran: Fourth annual seminar, 14 to 17 March 1974. |
| Israel | Annotated English-Teaching Bibliography: The language laboratory; programmed instruction; listening comprehension. October 1974. 14pp. |
| Italy | Sample Unit for the teaching of suggestions as a language function; prepared by Milan Teachers' Course, February to May 1974. (Italy.) 15pp. |

| | |
|---|---|
| Ivory Coast | Syllabus of University of Abidjan, Ivory Coast, for Lettres Etrangères and for Literature et Civilisation Americaines, 1974-75. |
| | Syllabus for Duel I and II of University of Abidjan, Ivory Coast, 1974-75 |
| | Syllabus of University of Abidjan, Ivory Coast, for Maîtrise de Linguistique Appliquée à l'enseignement de l'anglais, 1974-75. 6pp. |
| Jordan | Examination papers for the General Preparatory Certificate examination, 1973, and for the General Vocational Secondary Certificate examination, 1973. (Jordan.) |
| | English curriculum for commercial secondary schools. (Jordan.) 14pp. (Undated; received October 1974.) |
| | English curriculum: compulsory stage: fifth and sixth elementary and first, second and third preparatory grades, 1969. (Jordan.) 30pp. |
| | English curriculum: secondary stage: first, second and third grades, 1971. (Jordan.) 50pp. |
| | Interim English Language Curriculum for Secretarial Institute, Jordan. August 1974. 2pp. |
| | Law No 16 of 1964 Culture and Education Act. (Jordan.) 24pp. |
| | Secondary Industrial Schools English Curriculum, approved July 1974. (Jordan.) 12pp. |
| Kenya | *Wilson, B J. Report of a visit to Kenya, 30 August to 29 September 1974. 5pp. |
| Khmer Republic | Jones, R A. English teaching at the Language Institute, University of Phnom Penh, Khmer. Article from RELC Journal, December 1973. 2pp. |
| | Jones, R A. Progress report on English courses at the Institut des Langues, Phnom Penh, Khmer, September 1973 to September 1974. |
| Kuwait | *Hitchcock, R F. Letter about ELT in private schools in Kuwait, 18 September 1974. |
| Lebanon | *Confidential appendix to Lebanon education profile. June 1974. |
| Liberia | Candler, W J. Teaching English as a second dialect in Liberia. (Undated; received October 1974.) 8pp. |
| Malawi | Structural items for remedial work. September 1974. (Malawi.) 51pp. |

| | |
|---|---|
| Ivory Coast | Syllabus of University of Abidjan, Ivory Coast, for Lettres Etrangères and for Litérature et Civilisation Americaines, 1974-75. |
| | Syllabus for Duel I and II of University of Abidjan, Ivory Coast, 1974-75 |
| | Syllabus of University of Abidjan, Ivory Coast, for Maîtrise de Linguistique Appliquée à l'enseignement de l'anglais, 1974-75. 6pp. |
| Jordan | Examination papers for the General Preparatory Certificate examination, 1973, and for the General Vocational Secondary Certificate examination, 1973. (Jordan.) |
| | English curriculum for commercial secondary schools. (Jordan.) 14pp. (Undated; received October 1974.) |
| | English curriculum: compulsory stage: fifth and sixth elementary and first, second and third preparatory grades, 1969. (Jordan.) 30pp. |
| | English curriculum: secondary stage: first, second and third grades, 1971. (Jordan.) 50pp. |
| | Interim English Language Curriculum for Secretarial Institute, Jordan. August 1974. 2pp. |
| | Law No 16 of 1964 Culture and Education Act. (Jordan.) 24pp. |
| | Secondary Industrial Schools English Curriculum, approved July 1974. (Jordan.) 12pp. |
| Kenya | *Wilson, B J. Report of a visit to Kenya, 30 August to 29 September 1974. 5pp. |
| Khmer Republic | Jones, R A. English teaching at the Language Institute, University of Phnom Penh, Khmer. Article from *RELC Journal*, December 1973. 2pp. |
| | Jones, R A. Progress report on English courses at the Institut des Langues, Phnom Penh, Khmer, September 1973 to September 1974. |
| Kuwait | *Hitchcock, R F. Letter about ELT in private schools in Kuwait, 18 September 1974. |
| Lebanon | *Confidential appendix to Lebanon education profile. June 1974. |
| Liberia | Candler, W J. Teaching English as a second dialect in Liberia. (Undated; received October 1974.) 8pp. |
| Malawi | Structural items for remedial work. September 1974. (Malawi.) 51pp. |

| | |
|---|---|
| Malaysia | Malaysian syllabuses on: Teacher Training in Agricultural Science (November 1972, 10pp); Teacher Training in Agricultural Science (August 1973; 57pp); Teacher Training in Agricultural Mathematics (August 1973; 41pp); proposed scheme for an integrated 2-year basic teacher-trainer programme (December 1973; 11pp); education syllabus for the training of primary and secondary schoolteachers (1971; 44pp); programme of courses for early and middle childhood and early adolescent education (January 1973; 29pp); course on audio-visual education (December 1973; 10pp). |
| | Assessment of examinations in Malaysia, December 1973. 19pp. |
| | General and specific aims of teacher education in Malaysia, May 1971. 8pp. |
| | Syllabus on the teaching of English in training colleges (Malaysia.) 39pp. |
| | Syllabus for the teaching of English in training colleges in Malaysia in the Integrated Training Programme of 1972. 40pp. (Received October 1974.) |
| | Management Services Department Report. (Malaysia.) April/May 1974. 75pp. |
| Mauritius | *Confidential appendix to Mauritius education profile, July 1974. |
| | Education profile for Mauritius. July 1974 |
| Mexico | Detailed syllabuses for the basic and advanced teacher-training courses being held at both branches of the Anglo-Mexican Institute in Mexico City. 17pp |
| | Secondary school in-service training course syllabus, 1974-75. November 1974. 14pp. |
| Poland | *Report on the summer course in English for the Polish Academy of Sciences held at Jurata, Poland. September 1974. 14pp. |
| | Cormick, J D P. Report on the intensive summer course in English at the Foreign Service Department, Technical University of Wroclaw, Poland. 15 July to 13 September 1974. 7pp. |
| | *Report on the Poznan summer course for second-year students of English, August 1974. (Poland.) 18pp. |
| | *Report on the summer course for lektors of English, 1974 (Poland.) 8pp. |
| Puerto Rico | *Adlam, R. Report on TESOL Convention in Puerto Rico and visit to Washington, 9 to 17 May 1973. 15pp. |
| Qatar | Doherty, J A. Information about the Language-Teaching Institute, Qatar; with leaflet attached, 23 September 1974. 2pp. |

**Malaysia**

Malaysian syllabuses on: Teacher Training in Agricultural Science (November 1972, 10pp); Teacher Training in Agricultural Science (August 1973; 57pp); Teacher Training in Agricultural Mathematics (August 1973; 41pp); proposed scheme for an integrated 2-year basic teacher-trainer programme (December 1973; 11pp); education syllabus for the training of primary and secondary schoolteachers (1971; 44pp); programme of courses for early and middle childhood and early adolescent education (January 1973; 29pp); course on audio-visual education (December 1973; 10pp).

Assessment of examinations in Malaysia, December 1973. 19pp.

General and specific aims of teacher education in Malaysia, May 1971. 8pp.

Syllabus on the teaching of English in training colleges (Malaysia.) 39pp.

Syllabus for the teaching of English in training colleges in Malaysia in the Integrated Training Programme of 1972. 40pp. (Received October 1974.)

Management Services Department Report. (Malaysia.) April/May 1974. 75pp.

**Mauritius**

*Confidential appendix to Mauritius education profile, July 1974.

Education profile for Mauritius. July 1974

**Mexico**

Detailed syllabuses for the basic and advanced teacher-training courses being held at both branches of the Anglo-Mexican Institute in Mexico City. 17pp

Secondary school in-service training course syllabus, 1974-75. November 1974. 14pp.

**Poland**

*Report on the summer course in English for the Polish Academy of Sciences held at Jurata, Poland. September 1974. 14pp.

Cormick, J D P. Report on the intensive summer course in English at the Foreign Service Department, Technical University of Wroclaw, Poland. 15 July to 13 September 1974. 7pp.

*Report on the Poznan summer course for second-year students of English, August 1974. (Poland.) 18pp.

*Report on the summer course for lektors of English, 1974. (Poland.) 8pp.

**Puerto Rico**

*Adlam, R. Report on TESOL Convention in Puerto Rico and visit to Washington, 9 to 17 May 1973. 15pp.

**Qatar**

Doherty, J A. Information about the Language-Teaching Institute, Qatar; with leaflet attached, 23 September 1974. 2pp.

| | |
|---|---|
| RELC | Mackay, R. Recent developments and research in reading relevant to the teaching and learning of English in Southeast Asia. Paper given at the Ninth Regional Seminar of SEAMEO RELC, 23-27 July 1974. 39pp.<br>Rees, A L W. Brief report on attendance at the Regional Seminar on recent developments and research in reading relevant to the teaching and learning of English in Southeast Asia (SEAMEO RELC Singapore) and at the Workshop on the development of reading ability (International Reading Association and SEAMEO). With comments and information about Laos. 4pp. |
| Sierra Leone | Report on the advanced training course for secondary-level teachers of English held at Fourah Bay College, Sierra Leone, 21 July to 10 August 1974. 23pp.<br>Syllabus for English at secondary level in Sierra Leone, 1974. 58pp. |
| Sudan | *Swales, J. First report of the Director of the English Language Servicing Unit. (Sudan.) February 1974. 11pp.<br>Examination papers in English, 1974 and 1972-73. (Sudan.) Numerous pages. (Received November 1974.) |
| Swaziland | Form I English syllabus for Swaziland. 6pp. (Undated; received October 1974.) |
| Sweden | Lusensky, B; Stendahl, C. Report from the English Institute, University of Gothenburg, Sweden, Kurs i Engelska för Teknologer VT, 1973. 28pp. (Received November 1974.)<br>Education profile on Sweden, October 1974. 24pp. |
| Thailand | English curriculum (5 courses; 2 academic years) Lower Teaching Certificate. (Thailand.) 18pp. (Received November 1974.)<br>Education profile on Thailand, August 1974. 37pp.<br>Oral English course (English Department). Khon Kaen University, Thailand. Numerous pages. (Received November 1974.) |
| USA | *Cawson, F. A report on the international activities of the Center for Applied Linguistics, USA, 1973. 44pp.<br>Alden, J M. English as a foreign language: US Government programmes. (USA.) 7pp. (Received November 1974.) |
| Vietnam | Owens, Dr R J. Report on a visit to Saigon, 8 to 12 September 1974. 7pp. |
| Yugoslavia | Early, P B, and others. Report on Brela Seminar for Croatian Secondary Schoolteachers of English, 20 to 26 October 1974. (Yugoslavia.) 13pp.<br>Early, P B. Report on Seminar on Scientific and Technical English for Croatian Teachers of Scientific and Technical English at Secondary and Tertiary Level. Crikvenica, Yugoslavia, 15 to 21 September 1974. 4pp. |

| | |
|---|---|
| RELC | Mackay, R. Recent developments and research in reading relevant to the teaching and learning of English in Southeast Asia. Paper given at the Ninth Regional Seminar of SEAMEO RELC, 23-27 July 1974. 39pp. |
| | Rees, A L W. Brief report on attendance at the Regional Seminar on recent developments and research in reading relevant to the teaching and learning of English in Southeast Asia (SEAMEO RELC Singapore) and at the Workshop on the development of reading ability (International Reading Association and SEAMEO). With comments and information about Laos. 4pp. |
| Sierra Leone | Report on the advanced training course for secondary-level teachers of English held at Fourah Bay College, Sierra Leone, 21 July to 10 August 1974. 23pp. |
| | Syllabus for English at secondary level in Sierra Leone, 1974. 58pp. |
| Sudan | *Swales, J. First report of the Director of the English Language Servicing Unit. (Sudan.) February 1974. 11pp. |
| | Examination papers in English, 1974 and 1972-73. (Sudan.) Numerous pages. (Received November 1974.) |
| Swaziland | Form I English syllabus for Swaziland. 6pp. (Undated; received October 1974.) |
| Sweden | Lusensky, B; Stendahl, C. Report from the English Institute, University of Gothenburg, Sweden, Kurs i Engelska för Teknologer VT, 1973. 28pp. (Received November 1974.) |
| | Education profile on Sweden, October 1974. 24pp. |
| Thailand | English curriculum (5 courses; 2 academic years) Lower Teaching Certificate. (Thailand.) 18pp. (Received November 1974.) |
| | Education profile on Thailand, August 1974. 37pp. |
| | Oral English course (English Department). Khon Kaen University, Thailand. Numerous pages. (Received November 1974.) |
| USA | *Cawson, F. A report on the international activities of the Center for Applied Linguistics, USA, 1973. 44pp. |
| | Alden, J M. English as a foreign language: US Government programmes. (USA.) 7pp. (Received November 1974.) |
| Vietnam | Owens, Dr R J. Report on a visit to Saigon, 8 to 12 September 1974. 7pp. |
| Yugoslavia | Early, P B, and others. Report on Brela Seminar for Croatian Secondary Schoolteachers of English, 20 to 26 October 1974. (Yugoslavia.) 13pp. |
| | Early, P B. Report on Seminar on Scientific and Technical English for Croatian Teachers of Scientific and Technical English at Secondary and Tertiary Level. Crikvenica, Yugoslavia, 15 to 21 September 1974. 4pp. |

| | |
|---|---|
| | *Shorter, J. Report on the Slovene Seminar for Gimnazija Teachers of English held at Skofja Loka (Yugoslavia.) September 1974. 4pp. |
| | Widdowson, H G. Comment on Zagreb ELT materials. (Yugoslavia.) 1pp (Received November 1974; with examples attached.) |
| | Widdowson, H G Paper on project to be set up to go into discourse structure and associated reading processes of scientific and technical English 7pp. (Updated, received October 1974.) |
| Zambia | English-language interim syllabus for secondary schools: Forms I-V (Zambia.) February 1970. 41pp. |
| | Handbook for the guidance of English teachers in the secondary school. (Zambia.) January 1970 |
| | Junior secondary school-leaving examination for Form III on the English language syllabus. (Zambia.) 3pp. (Received October 1974.) |
| | Report of a discussion group on a remedial 'crash' course in English language for Form I pupils. (Zambia.) May 1970. 34pp. |
| | Syllabuses for English at the National In-Service Training College, Chalimbana, Zambia, 11 September 1974. Numerous papers. |

* indicates restricted distribution.

---

## INDEX TO MAIN ARTICLES IN ELT DOCUMENTS 71/1 TO 74/4

| ARTICLE | ISSUE | PAGE |
|---|---|---|
| A-Z - Choosing a dictionary (Times Literary Supplement) | 73/1 | 2 - 10 |
| Cambridge examinations | 71/6 | 2 - 6 |
| 'Civilisation' and English studies (R O Iredale) | 72/6 | 11 - 15 |
| Common core in a Unit/Credit System (Linguistic and situational content) (D A Wilkins) | 74/3 | 5 - 7 |
| Communication 12½ (Swedish International Development Authority) | 73/4 | 10 - 11 |
| Communicative teaching of English (C N Candlin) | 73/4 | 6 - 10 |
| Concept 7-9: A course in language and reasoning | 73/5 | 10 - 13 |
| Department of English, Faculty of Arts, University of Ambrosia, Ruritania | 72/2 | 2 - 9 |
| Developing writing skills (D Byrne) | 72/3 | 2 - 12 |

*Shorter, J. Report on the Slovene Seminar for Gimnazija Teachers of English held at Skofja Loka (Yugoslavia.) September 1974. 4pp.

Widdowson, H G. Comment on Zagreb ELT materials. (Yugoslavia.) 1pp. (Received November 1974; with examples attached.)

Widdowson, H G Paper on project to be set up to go into discourse structure and associated reading processes of scientific and technical English 7pp. (Undated; received October 1974.)

Zambia

English-language interim syllabus for secondary schools: Forms I-V. (Zambia.) February 1970. 41pp.

Handbook for the guidance of English teachers in the secondary school. (Zambia.) January 1970.

Junior secondary school-leaving examination for Form III on the English language syllabus. (Zambia.) 3pp. (Received October 1974.)

Report of a discussion group on a remedial 'crash' course in English language for Form I pupils. (Zambia.) May 1970. 34pp.

Syllabuses for English at the National In-Service Training College, Chalimbana, Zambia, 11 September 1974. Numerous papers.

* indicates restricted distribution.

---

## INDEX TO MAIN ARTICLES IN ELT DOCUMENTS 71/1 TO 74/4

| ARTICLE | ISSUE | PAGE |
|---|---|---|
| A-Z - Choosing a dictionary (Times Literary Supplement) | 73/1 | 2 - 10 |
| Cambridge examinations | 71/6 | 2 - 6 |
| 'Civilisation' and English studies (R O Iredale) | 72/6 | 11 - 15 |
| Common core in a Unit/Credit System (Linguistic and situational content) (D A Wilkins) | 74/3 | 5 - 7 |
| Communication 12½ (Swedish International Development Authority) | 73/4 | 10 - 11 |
| Communicative teaching of English (C N Candlin) | 73/4 | 6 - 10 |
| Concept 7-9: A course in language and reasoning | 73/5 | 10 - 13 |
| Department of English, Faculty of Arts, University of Ambrosia, Ruritania | 72/2 | 2 - 9 |
| Developing writing skills (D Byrne) | 72/3 | 2 - 12 |

| ARTICLE | ISSUE | PAGE |
|---|---|---|
| English and the environment (R Mackay) | 73/3 | 7 - 12 |
| English for effect (J Sinclair) | 74/1 | 2 - 7 |
| English in Tanzanian primary schools (W D Brown) | 71/1 | 2 - 5 |
| English language support for the teaching of mathematics and science in Singaporean Primary Schools (R C Newberry) | 74/4 | 2 - 12 |
| Graduate courses for teachers of English as a foreign language (J R Ewer) | 72/1 | 2 - 5 |
| Grammatical, situational and notional syllabuses (D Wilkins) | 73/6 | 2 - 9 |
| Instructional English (J R Ewer and E Hughes-Davies) | 74/4 | 19 - 24 |
| Intelligibility of African English (B Tiffen) | 74/2 | 10 - 12 |
| Introducing teachers to English for science and technology (J Swales) | 73/6 | 9 - 12 |
| Language needs and types of adults (R Richterich) | 74/3 | 9 - 12 |
| Language roles in the study of science (M D Cooper) | 74/2 | 2 - 10 |
| Language syllabus specification (R X Hindmarsh) | 72/4 | 9 - 12 |
| Linguistics and literature in English studies (H L B Moody) | 72/6 | 2 - 11 |
| Listening centre (P O'Connell) | 73/2 | 2 - 4 |
| Making a questo-comp (D Yaqub) | 71/5 | 2 - 6 |
| Method of using substitution and transformation drills for group work (A M Shaw) | 71/5 | 6 - 8 |
| Notes on the introductory English course for students of science and technology (M Bates and A Dudley-Evans) | 74/4 | 12 - 18 |
| Organising group work (D Byrne) | 73/4 | 12 - 13 |
| Place of English in the curriculum (P Roe) | 74/1 | 7 - 11 |
| Preparing the budget for an STTE programme (J R Ewer) | 74/4 | 24 - 27 |
| Priorities in postprimary English (A Banjo) | 71/2 | 2 - 5 |
| Proposed dictionary of Caribbean usage (R Allsopp) | 73/6 | 12 - 15 |
| Readers and the reading passage | 72/5 | 7 - 12 |
| Reading/comprehension course for students of science and technology (G T Owen) | 73/4 | 11 - 12 |

| ARTICLE | ISSUE | PAGE |
|---|---|---|
| English and the environment (R Mackay) | 73/3 | 7 - 12 |
| English for effect (J Sinclair) | 74/1 | 2 - 7 |
| English in Tanzanian primary schools (W D Brown) | 71/1 | 2 - 5 |
| English language support for the teaching of mathematics and science in Singaporean Primary Schools (R C Newberry) | 74/4 | 2 - 12 |
| Graduate courses for teachers of English as a foreign language (J R Ewer) | 72/1 | 2 - 5 |
| Grammatical, situational and notional syllabuses (D Wilkins) | 73/6 | 2 - 9 |
| Instructional English (J R Ewer and E Hughes-Davies) | 74/4 | 19 - 24 |
| Intelligibility of African English (B Tiffen) | 74/2 | 10 - 12 |
| Introducing teachers to English for science and technology (J Swales) | 73/6 | 9 - 12 |
| Language needs and types of adults (R Richterich) | 74/3 | 9 - 12 |
| Language roles in the study of science (M D Cooper) | 74/2 | 2 - 10 |
| Language syllabus specification (R X Hindmarsh) | 72/4 | 9 - 12 |
| Linguistics and literature in English studies (H L B Moody) | 72/6 | 2 - 11 |
| Listening centre (P O'Connell) | 73/2 | 2 - 4 |
| Making a questo-comp (D Yaqub) | 71/5 | 2 - 6 |
| Method of using substitution and transformation drills for group work (A M Shaw) | 71/5 | 6 - 8 |
| Notes on the introductory English course for students of science and technology (M Bates and A Dudley-Evans) | 74/4 | 12 - 18 |
| Organising group work (D Byrne) | 73/4 | 12 - 13 |
| Place of English in the curriculum (P Roe) | 74/1 | 7 - 11 |
| Preparing the budget for an STTE programme (J R Ewer) | 74/4 | 24 - 27 |
| Priorities in postprimary English (A Banjo) | 71/2 | 2 - 5 |
| Proposed dictionary of Caribbean usage (R Allsopp) | 73/6 | 12 - 15 |
| Readers and the reading passage | 72/5 | 7 - 12 |
| Reading/comprehension course for students of science and technology (G T Owen) | 73/4 | 11 - 12 |

| ARTICLE | ISSUE | PAGE |
|---|---|---|
| Relevant models of language (M A K Halliday) | 71/4 | 2 - 9 |
| Retraining scheme in ELT for Dutch teachers of English in secondary modern and lower vocational schools (H Leitch) | 71/6 | 6 - 7 |
| Select Bibliography: English at the intermediate level | 71/2 | 6 - 7 |
| Some considerations of principle for TEFL in the European primary school, 1974 (N Hawkes) | 74/3 | 14 - 22 |
| Specification of objectives in a language learning system for adults (K Bung) | 74/3 | 14 - 22 |
| Suggested checklist as a tool to evaluate the actual teaching of English in the classroom (R K Tongue) | 72/4 | 6 - 9 |
| Systems development in adult language learning: General introduction (P Roe) | 74/3 | 2 - 3 |
| Teaching of aural comprehension (J M Butler) | 73/5 | 6 - 10 |
| Teaching of English to scientists of other languages (TESCOL): Sense or sensibility? (M M Macmillan) | 71/3 | 2 - 11 |
| Teaching practice: A break with tradition (M Chandler) | 74/2 | 12 - 19 |
| Theoretical studies and levels of training (S P Corder) | 73/3 | 2 - 6 |
| 'Threshold level' (Unit/Credit System): Analysis and definition (J A van Ek) | 74/3 | 3 - 5 |
| Tick off for tedium (S Laird) | 72/6 | 15 - 17 |
| Training teachers in the use of language laboratories (D Sharrocks and D Harper) | 73/4 | 2 - 6 |
| Unit/Credit System for adult language learning (J L M Trim) | 74/3 | 7 - 9 |
| University of Manchester Department of English courses leading to the Diploma in the Teaching of English Overseas | 72/1 | 6 - 9 |
| Visual display for teaching intonation and rhythm (E Abberton and A J Fourcin) | 73/5 | 2 - 6 |
| Visual reminders for structures (D Case) | 73/2 | 4 - 7 |
| What to look for in an English lesson at primary level | 72/4 | 2 - 6 |

| ARTICLE | ISSUE | PAGE |
|---|---|---|
| Relevant models of language (M A K Hallidav) | 71/4 | 2 - 9 |
| Retraining scheme in ELT for Dutch teachers of English in secondary modern and lower vocational schools (H Leitch) | 71/6 | 6 - 7 |
| Select Bibliography: English at the intermediate level | 71/2 | 6 - 7 |
| Some considerations of principle for TEFL in the European primary school, 1974 (N Hawkes) | 74/3 | 14 - 22 |
| Specification of objectives in a language learning system for adults (K Bung) | 74/3 | 14 - 22 |
| Suggested checklist as a tool to evaluate the actual teaching of English in the classroom (R K Tongue) | 72/4 | 6 - 9 |
| Systems development in adult language learning: General introduction (P Roe) | 74/3 | 2 - 3 |
| Teaching of aural comprehension (J M Butler) | 73/[illegible] | 6 - 10 |
| Teaching of English to scientists of other languages (TESCOL): Sense or sensibility? (M M Macmillan) | 71/3 | 2 - 11 |
| Teaching practice: A break with tradition (M Chandler) | 74/2 | 12 - 19 |
| Theoretical studies and levels of training (S P Corder) | 73/3 | 2 - 6 |
| 'Threshold level' (Unit/Credit System): Analysis and definition (J A van Ek) | 74/3 | 3 - 5 |
| Tick off for tedium (S Laird) | 72/6 | 15 - 17 |
| Training teachers in the use of language laboratories (D Sharrocks and D Harper) | 73/4 | 2 - 6 |
| Unit/Credit System for adult language learning (J L M Trim) | 74/3 | 7 - 9 |
| University of Manchester Department of English courses leading to the Diploma in the Teaching of English Overseas | 72/1 | 6 - 9 |
| Visual display for teaching intonation and rhythm (E Abberton and A J Fourcin) | 73/5 | 2 - 6 |
| Visual reminders for structures (D Case) | 73/2 | 4 - 7 |
| What to look for in an English lesson at primary level | 72/4 | 2 - 6 |

## SUPPLEMENTARY BIBLIOGRAPHY

### AUDIO-VISUAL MATERIALS

ALEXANDER, L G
*NCE Mainline*
Longman, 1974
Teacher's Book, Student's Book, tapes (8), on cassettes (2), tapescript, tests for Progress A and Progress B

A 2-tiered course for pre-intermediate to intermediate students. The 2 books at each stage of Mainline are Progress A and Progress B and Skills A and Skills B. Skills A and B offer more intensive and detailed practice of material introduced in Progress A and B. Depending on time and student needs, either or both books may be studied. Striking and varied graphic design lends visual impact to the 'Modern Life' theme which animates most topics. The tapes, apart from dialogues and narrative texts, contain pronunciation stress and intonation drills. Cassettes contain only the dialogues and texts and are more suited for private study.

ALEXANDER, L G
*Target*
Pupils' Book, Teachers' Book, filmstrips, tapes, tapescript, test package, from Target 1, 2, 3
Longman, 1974

A 3-stage audio-visual course for secondary schools. The 3 1974 pupils' books cover the same structural ground as *New Concept English*, *First Things First*. The activities and adventures of 3 teenagers are the medium for presenting imaginative language practice materials which are topical and realistic. Ample illustrations, using the graphic conventions of the media with which modern students will be familiar, provide a stimulus to personal expression. Games, songs and crosswords are included. Detailed guidance to teachers is offered in the Teacher's Books.

ALMEIDA-CARVALHO, A, and others
*Particularly Verbs*
Oxford University Press, 1974
Teachers' edition 90p Cassettes £2/£3.60 each

A collection of 20 situational dialogues for intermediate students, designed to practise particular verb forms. The dialogues are short, and present authentic spoken English in meaningful contexts. Each dialogue is followed by four drills which are topically consistent with the dialogue topic and which imaginatively elicit a variety of student responses. Units are short and avoid exaggerated structure-emphasis through contrived repetition. The functional purpose of the verb structure at issue is realized through the situational context of the practice exercises. The course was designed as supplementary material, for remedial work and aural/oral work in rhythm, stress and intonation.

## AUDIO-VISUAL MATERIALS

ALEXANDER, L G
*NCE Mainline*
Longman, 1974
Teacher's Book, Student's Book, tapes (8), on cassettes (2), tapescript, tests for Progress A and Progress B

A 2-tiered course for pre-intermediate to intermediate students. The 2 books at each stage of Mainline are Progress A and Progress B and Skills A and Skills B. Skills A and B offer more intensive and detailed practice of material introduced in Progress A and B. Depending on time and student needs, either or both books may be studied. Striking and varied graphic design lends visual impact to the 'Modern Life' theme which animates most topics. The tapes, apart from dialogues and narrative texts, contain pronunciation stress and intonation drills. Cassettes contain only the dialogues and texts and are more suited for private study.

ALEXANDER, L G
*Target*
Pupils' Book, Teachers' Book, filmstrips, tapes, tapescript, test package, from Target 1, 2, 3
Longman, 1974

A 3-stage audio-visual course for secondary schools. The 3 1974 pupils' books cover the same structural ground as *New Concept English*, *First Things First*. The activities and adventures of 3 teenagers are the medium for presenting imaginative language practice materials which are topical and realistic. Ample illustrations, using the graphic conventions of the media with which modern students will be familiar, provide a stimulus to personal expression. Games, songs and crosswords are included. Detailed guidance to teachers is offered in the Teacher's Books.

ALMEIDA-CARVALHO, A, and others
*Particularly Verbs*
Oxford University Press, 1974
Teachers' edition 90p Cassettes £2/£3.60 each

A collection of 20 situational dialogues for intermediate students, designed to practise particular verb forms. The dialogues are short, and present authentic spoken English in meaningful contexts. Each dialogue is followed by four drills which are topically consistent with the dialogue topic and which imaginatively elicit a variety of student responses. Units are short and avoid exaggerated structure-emphasis through contrived repetition. The functional purpose of the verb structure at issue is realized through the situational context of the practice exercises. The course was designed as supplementary material, for remedial work and aural/oral work in rhythm, stress and intonation.

BRITISH BROADCASTING CORPORATION
*English Teaching Theatre*
BBC Publications, 1974
Text and 3 cassettes £6.00

This course presents a music-hall approach to a series of dramatised situations, using comic devices to produce repetition, emphasis, agreement and contradiction, stressed pronunciation and other characteristics of spoken English. Informal conversational and colloquial usage is emphasised, with a progression within each module from simple forms to their more complex or synonymous variations. For intermediate to advanced students who can respond to absurdist and slapstick situations, the course represents a highly original and diverting source of language practice.

BRITISH BROADCASTING CORPORATION
*English with an Accent*
BBC Publications, 1974 £2.00

This record contains 23 sections which present a wide range of spoken English. Three sections on side one are spoken by Europeans (ie in whose country English is a FL). Seven sections on side 2 are spoken by native speakers, while 5 are recorded by second-language speakers. For the sake of variety, the speakers do not deliver the same text, although for comparative purposes small specimens of a common text would be valuable. This record is a valuable source of material for postgraduate students working in comparative phonology.

BRITON, E, and others
*Junior Active Context English*
Macmillan, 1974
Books 1 and 2; workbook 1 and 2; readers' tapes, wall pictures

An audio-visual course for young Spanish-speaking secondary school students. Notes and instructions to students are in Spanish and to the teacher in English. Book 1 provides for much active oral use of simple structures, with suggestions for classroom games. Textbook illustrations are plentiful and informative. Practice in written English is contained in the students' workbook. A familiar global structural syllabus underlies the course.

BYRNE, D; WALSH, G
*Listening Comprehension*
Teachers' Books 1, 2, 3 £3.95
Students' tapes for Books 1, 2, 3 £26.00
1974

Designed for pupils at intermediate level, this course aims to improve and test the comprehension of spoken English and to develop oral ability. Book 1 introduces the main features of pronunciation practice with exercises in sound-contrasts, stress and rhythm and intonation patterns. There are numerous pre- and post-unit tests, and cumulative tests. Phonetic transcription is not used. An appendix containing a theory of Phonetics and a bibliography are included. Book 2 practises the aural comprehension of short pieces of spoken English and Book 3 presents short lectures for the development of higher-level comprehension skills. The note-taking and reproduction exercises of Book 3 require extensive listening as opposed to intensive listening for Book 2. The tapes convey clearly a measured and regular delivery of spoken-prose narrative. Books 1 and 2 are intended for students preparing for the Cambridge (Lower) First Certificate.

BRITISH BROADCASTING CORPORATION
English Teaching Theatre
BBC Publications, 1974
Text and 3 cassettes £6.00

This course presents a music-hall approach to a series of dramatised situations, using comic devices to produce repetition, emphasis, agreement and contradiction, stressed pronunciation and other characteristics of spoken English. Informal conversational and colloquial usage is emphasised, with a progression within each module from simple forms to their more complex or synonymous variations. For intermediate to advanced students who can respond to absurdist and slapstick situations, the course represents a highly original and diverting source of language practice.

BRITISH BROADCASTING CORPORATION
English with an Accent
BBC Publications, 1974 £2.00

This record contains 23 sections which present a wide range of spoken English. Three sections on side one are spoken by Europeans (ie in whose country English is a FL). Seven sections on side 2 are spoken by native speakers, while 5 are recorded by second-language speakers. For the sake of variety, the speakers do not deliver the same text, although for comparative purposes small specimens of a common text would be valuable. This record is a valuable source of material for postgraduate students working in comparative phonology.

BRITON, E, and others
Junior Active Context English
Macmillan, 1974
Books 1 and 2; workbook 1 and 2; readers' tapes, wall pictures

An audio-visual course for young Spanish-speaking secondary school students. Notes and instructions to students are in Spanish and to the teacher in English. Book 1 provides for much active oral use of simple structures, with suggestions for classroom games. Textbook illustrations are plentiful and informative. Practice in written English is contained in the students' workbook. A familiar global structural syllabus underlies the course.

BYRNE, D; WALSH, G
Listening Comprehension
Teachers' Books 1, 2, 3 £3.95
Students' tapes for Books 1, 2, 3 £26.00
1974

Designed for pupils at intermediate level, this course aims to improve and test the comprehension of spoken English and to develop oral ability. Book 1 introduces the main features of pronunciation practice with exercises in sound-contrasts, stress and rhythm and intonation patterns. There are numerous pre- and post-unit tests, and cumulative tests. Phonetic transcription is not used. An appendix containing a theory of Phonetics and a bibliography are included. Book 2 practises the aural comprehension of short pieces of spoken English and Book 3 presents short lectures for the development of higher-level comprehension skills. The note-taking and reproduction exercises of Book 3 require extensive listening as opposed to intensive listening for Book 2. The tapes convey clearly a measured and regular delivery of spoken-prose narrative. Books 1 and 2 are intended for students preparing for the Cambridge (Lower) First Certificate.

COMBE MARTIN, M H
Exercising Spoken English
Macmillan, 1970
Text 50p Tapes/cassettes £5.20

A collection of short remedial exercises designed for intermediate and advanced adult students. The broad area of English phonetics and phonology is covered in the drills and practice exercises, progressing from minimal sound discrimination and production of stress and tone to sustained speaking. The sections comprise drills for vowels and diphthongs, verse for rhythm (to illustrate stress patterns), drills for consonants, and conversations for tunes to illustrate intonation.

CONCEPT 7 - 9
Distributed by the Educational Foundation for Visual Aids Library, Paston Place, Gipsy Road, London, 1974
16 mm film; b and w: sound; 32 minutes

A film about the course in language and reasoning for children at the infant/junior transition period, developed by the Schools Council Project on Teaching English to West Indian children. A review of this course was published in ELT Documents 73/5. This film was made in a junior school in Birmingham, and shows the materials that the project team consider of general relevance for children from educationally disadvantaged backgrounds. A class of first grade juniors are shown in activities which practise describing and explaining, asking and drawing conclusions, talking and listening for meaning. The ingenuity of the language games and practice devices, as well as the demands of manipulating audio equipment and learning materials provide valuable insight into the operational requirements and educational strengths of Concept 7 - 9.

CRYSTAL, D
Acquisition of Language
Centre for the Teaching of Reading, University of Reading School of Education, 1974
Cassette and slide pack £5.00

Dr Crystal describes language acquisition in terms of the maturation of the child's own internal grammar. Imitation does not adequately explain the nature of a child's utterance. Intelligent, deductive and creative use of language indicates an innate capacity for language development. The LAD is a model for language-structuring pricniples. Two questions head discussion: when does the process of language-acquisition start and when does it stop? Research offering answers to these questions is surveyed. Such information is crucial in developing reading materials which correlate syntactically with the competence of learners at a particular developmental phase. Media design is a key factor in making meaning accessible to learners.

CRYSTAL, D
Basic Linguistics
Centre for the Teaching of Reading, School of Education, University of Reading
Cassette and slide pack £5.00

After describing linguistics as the science of language, Dr Crystal outlines the characteristics of scientific method and contrasts the traditional prescriptive approach to formulating rules of usage with the findings of modern statistical and systematic studies of usage. Dr Crystal summarises the empirical methodological and theoretical contributions of linguistics to

COMBE MARTIN, M H
Exercising Spoken English
Macmillan, 1970
Text 50p Tapes/cassettes £5.20

A collection of short remedial exercises designed for intermediate and advanced adult students. The broad area of English phonetics and phonology is covered in the drills and practice exercises, progressing from minimal sound discrimination and production of stress and tone to sustained speaking. The sections comprise drills for vowels and diphthongs, verse for rhythm (to illustrate stress patterns), drills for consonants, and conversations for tunes to illustrate intonation.

CONCEPT 7 - 9
Distributed by the Educational Foundation for Visual Aids Library,
Paston Place, Gipsy Road, London, 1974
16 mm film; b and w: sound; 32 minutes

A film about the course in language and reasoning for children at the infant/junior transition period, developed by the Schools Council Project on Teaching English to West Indian children. A review of this course was published in ELT Documents 73/5. This film was made in a junior school in Birmingham, and shows the materials that the project team consider of general relevance for children from educationally disadvantaged backgrounds. A class of first grade juniors are shown in activities which practise describing and explaining, asking and drawing conclusions, talking and listening for meaning. The ingenuity of the language games and practice devices, as well as the demands of manipulating audio equipment and learning materials provide valuable insight into the operational requirements and educational strengths of Concept 7 - 9.

CRYSTAL, D
Acquisition of Language
Centre for the Teaching of Reading, University of Reading School of Education, 1974
Cassette and slide pack £5.00

Dr Crystal describes language acquisition in terms of the maturation of the child's own internal grammar. Imitation does not adequately explain the nature of a child's utterance. Intelligent, deductive and creative use of language indicates an innate capacity for language development. The LAD is a model for language-structuring pricniples. Two questions head discussion: when does the process of language-acquisition start and when does it stop? Research offering answers to these questions is surveyed. Such information is crucial in developing reading materials which correlate syntactically with the competence of learners at a particular developmental phase. Media design is a key factor in making meaning accessible to learners.

CRYSTAL, D
Basic Linguistics
Centre for the Teaching of Reading, School of Education, University of Reading
Cassette and slide pack £5.00

After describing linguistics as the science of language, Dr Crystal outlines the characteristics of scientific method and contrasts the traditional prescriptive approach to formulating rules of usage with the findings of modern statistical and systematic studies of usage. Dr Crystal summarises the empirical methodological and theoretical contributions of linguistics to language study. He identifies the three main components or levels of language structure as grammar, morphology and syntax; variations in language result from the interplay of historical, social and psychological variables.

DEAN, J
Organisation of Reading in the Primary School
Centre for the Teaching of Reading University of Reading, School of Education
Cassette and slide pack £5.00

Mrs Dean stresses the importance of motivating learning through stimulation and interest arising from direct experience. Stimulus, interest and meaning are interdependent variables and require conditions which must be met before any systematic approach to language development in the primary school can begin. Pre-reading psychomotor and cognitive skills define the categories into which Mrs Dean sorts support materials for language learning. Slides illustrate the organisation and implementation of multi-media materials in the classroom. Multi-media materials reflect the unity of language skills and also allow variations in group and individual activity which can be simultaneous and independent, self-directed and programmed. The teacher must be able to analyse learner needs, to match materials to the child and to create a suitable learning environment.

EDMUNDSON, D; FRANKEL, M A
Singalong
Longman, 1974 disc £2.00, tape £3.50

Traditional songs and verses for children, taken from Books 1 and 2 of L G Alexander's Look, Listen and Learn, sung to the guitar.

HARRISON, J; MORGAN, M L; PERCIL, J J
Topic English
Macmillan, 1974 Text 85p Tape available

Designed for students of intermediate-to-advanced level, the material in this course is organised in modular-unit form around concepts or notions which reflect language functions. For example, the items in Unit 1 exemplify the expression of 'aims and purposes' through thematically linked dialogues and situational drills. The significant structures diversify from their presentation context into more colloquial and irregular variations. Each Unit comprises 3 sections of graded topic material with sectional sub-divisions that offer optional practice exercises. Any course using this 3-track programme could teach a particular configuration of language skills based on a selective treatment of optional activities.

HEATON, J B
'Used To'
English Language Unit 26, 1974

| | |
|---|---|
| Tapes 3 x 5 in | £12.50 |
| Teachers' book | £1.00 |
| Students' book | 20p |

This unit practises 'used to' followed by the infinitive to denote past states and habitual actions. Dialogues and drills show how 'used to' indicates an indefinite time in the past and generally implies a contrast with the present.

language study. He identifies the three main components or levels of language structure as grammar, morphology and syntax; variations in language result from the interplay of historical, social and psychological variables.

DEAN, J
Organisation of Reading in the Primary School
Centre for the Teaching of Reading University of Reading, School of Education
Cassette and slide pack £5.00

Mrs Dean stresses the importance of motivating learning through stimulation and interest arising from direct experience. Stimulus, interest and meaning are interdependent variables and require conditions which must be met before any systematic approach to language development in the primary school can begin. Pre-reading psychomotor and cognitive skills define the categories into which Mrs Dean sorts support materials for language learning. Slides illustrate the organisation and implementation of multi-media materials in the classroom. Multi-media materials reflect the unity of language skills and also allow variations in group and individual activity which can be simultaneous and independent, self-directed and programmed. The teacher must be able to analyse learner needs, to match materials to the child and to create a suitable learning environment.

EDMUNDSON, D; FRANKEL, M A
Singalong
Longman, 1974 disc £2.00, tape £3.50

Traditional songs and verses for children, taken from Books 1 and 2 of L G Alexander's Look, Listen and Learn, sung to the guitar.

HARRISON, J; MORGAN, M L; PERCIL, J J
Topic English
Macmillan, 1974 Text 85p Tape available

Designed for students of intermediate-to-advanced level, the material in this course is organised in modular-unit form around concepts or notions which reflect language functions. For example, the items in Unit 1 exemplify the expression of 'aims and purposes' through thematically linked dialogues and situational drills. The significant structures diversify from their presentation context into more colloquial and irregular variations. Each Unit comprises 3 sections of graded topic material with sectional sub-divisions that offer optional practice exercises. Any course using this 3-track programme could teach a particular configuration of language skills based on a selective treatment of optional activities.

HEATON, J B
'Used To'
English Language Unit 26, 1974
Tapes 3 x 5 in £12.50
Teachers' book £1.00
Students' book 20p

This unit practises 'used to' followed by the infinitive to denote past states and habitual actions. Dialogues and drills show how 'used to' indicates an indefinite time in the past and generally implies a contrast with the present.

HIGGINS, J J; HIGGINS, M F
Indirect Statement: Part 1
English Language Unit 27, 1974
Tapes 2 x 5 in £9.00
Teachers' book £1.00
Students' book 20p

This unit practises sentences where a noun clause of the 'indirect statement' type is the object of a verb. (Subject + verb + (that) + finite clause)

INTRODUCING SCOPE, PART I
Distributed by the Educational Foundation for Visual Aids Library, 1973
16 mm film; b and w; sound; 32 minutes

Scope is the English course for immigrant children which was developed by the Schools Council and published by Longman. This film shows Scope, Stage 1, an introductory English course, in use with a class of mainly Indian and Pakistani children in a London junior school. The aims and principles of the course are first explained, then the course materials are presented, with a demonstration of the systematic structural principles behind the materials. The most elementary introduction to spoken English is shown, using a traditional, situational audio-lingual method. This initial presentation and practice is reinforced through activities such as painting, sewing, play-acting, singing etc. The film emphasises the importance of direct experience as a prelude to classroom learning and as a sequel where, through free activities, children can realise in personal ways the language they have experienced and then practised.

KENCH, A B
Asking Questions: Notes, Exercises and Dialogues on How to Ask Questions in English
Macmillan 1970. 1974

This text offers post-elementary practice in interrogative forms and dialogues to increase comprehension of spoken English. Part 1 is an explanation 'How to Form a Question', organised in terms of question-types. The teaching units, in Part 2, consist of an introductory prose text, questions and a dialogue which expresses the theme conversationally. The student has an incomplete version of the dialogue in his book, requiring his active construction of the question form being practised.

KENCH, A B
Two Plays for Foreign Students of English
Edward Arnold, 1974 90p Tape available

For intermediate to advanced students, this book and recording offer extensive dramatised listening practice. 'The Royal Melford Hotel' depicts the fight to save a hotel from being taken over by an international language consortium. 'The New Broom' portrays what happens when the sales manager of a large paint-manufacturing company retires and is succeeded by an overkeen marketing manager. Common to both plays is the theme of human response to change. At the end of each play are questions and statements to stimulate discussion and direct understanding. Notes on difficult words and expressions and exercises in their usage are at the back of the book.

HIGGINS, J J; HIGGINS, M F

Indirect Statement: Part 1
English Language Unit 27, 1974

| | |
|---|---|
| Tapes 2 x 5 in | £9.00 |
| Teachers' book | £1.00 |
| Students' book | 20p |

This unit practises sentences where a noun clause of the 'indirect statement' type is the object of a verb. (Subject + verb + (that) + finite clause)

INTRODUCING SCOPE, PART I

Distributed by the Educational Foundation for Visual Aids Library, 1973
16 mm film; b and w; sound; 32 minutes

Scope is the English course for immigrant children which was developed by the Schools Council and published by Longman. This film shows Scope, Stage 1, an introductory English course, in use with a class of mainly Indian and Pakistani children in a London junior school. The aims and principles of the course are first explained, then the course materials are presented, with a demonstration of the systematic structural principles behind the materials. The most elementary introduction to spoken English is shown, using a traditional, situational audio-lingual method. This initial presentation and practice is reinforced through activities such as painting, sewing, play-acting, singing etc. The film emphasises the importance of direct experience as a prelude to classroom learning and as a sequel where, through free activities, children can realise in personal ways the language they have experienced and then practised.

KENCH, A B

Asking Questions: Notes, Exercises and Dialogues on How to Ask Questions in English
Macmillan 1970. 1974

This text offers post-elementary practice in interrogative forms and dialogues to increase comprehension of spoken English. Part 1 is an explanation 'How to Form a Question', organised in terms of question-types. The teaching units, in Part 2, consist of an introductory prose text, questions and a dialogue which expresses the theme conversationally. The student has an incomplete version of the dialogue in his book, requiring his active construction of the question form being practised.

KENCH, A B

Two Plays for Foreign Students of English
Edward Arnold, 1974 90p Tape available

For intermediate to advanced students, this book and recording offer extensive dramatised listening practice. 'The Royal Melford Hotel' depicts the fight to save a hotel from being taken over by an international language consortium. 'The New Broom' portrays what happens when the sales manager of a large paint-manufacturing company retires and is succeeded by an overkeen marketing manager. Common to both plays is the theme of human response to change. At the end of each play are questions and statements to stimulate discussion and direct understanding. Notes on difficult words and expressions and exercises in their usage are at the back of the book.

KINGSBURY, R; O'SHEA, P
Sunday Afternoons
and
WILSON, K
Goodbye Rainbows
Longman, 1974. Available on tape £3.50, cassette £2.50, disc £2.00

Two collections of modern English Language teaching songs intended to provide entertaining reinforcement of class-work in a contemporary musical style. Teacher's notes are available.

LEARNING TO READ
FKS Publishers Ltd; distributed by the Educational Foundation for Visual Aids Library
16 mm; b and w; sound; 30 minutes

This film offers a well-documented survey of significant phases in the development of reading and writing skills in young children. A brief overview of the multi-media materials used in primary schools to practise language is followed by sequences showing activities which stimulate pre-reading psychomotor and perceptual skills; activities that broaden the childs physical and linguistic experience; the use of visual aids; the association of spoken words with meanings and then written shapes; early word-making and sentence-making; initial phonic strategies in decoding unfamiliar words; the supra-segmental synthesis of decoded items into meaningful chunks; the movement to free reading for information; literacy as a means to an end.

MALEY, A
The Passive
English Language Unit 28, 1974

| | |
|---|---|
| Tapes 2 x 5 in | £9.00 |
| Teachers' books | £1.00 |
| Students' book | 20p |

This unit aims to practise the most frequently used passive forms - fixed forms like 'used for', called etc, present simple, past simple, present continuous and past continuous. Also, to practise the most common ways of avoiding the passive in colloquial speech. Other aspects are to be treated in the forthcoming Part 2.

MALEY, A; NEWBERRY, R
Between You and Me: Guided Dialogues for Conversation Practice
Nelson, 1974. 96pp
Text 75p Tape available

A collection of structural dialogues to practise spoken English and features of conversational usage. For secondary-school students at Cambridge certificate level. Each lesson contains 10 dialogues which are similar in structure. The first is intended to create a situation in the classroom which supports the enactment, in personal variations, of the dialogue pattern. Conversations two and three are illustrated by pictures; Dialogues four to ten can be completed from substitutions offered in the text. Further Work exercises present variations of the original pattern. Conversation patterns have been chosen for their high-frequency value to students. The optional substitutions contribute a lexical breadth to the course.

KINGSBURY, R; O'SHEA, P
Sunday Afternoons
and
WILSON, K
Goodbye Rainbows
Longman, 1974 Available on tape £3.50, cassette £2.50, disc £2.00

Two collections of modern English Language teaching songs intended to provide entertaining reinforcement of class-work in a contemporary musical style. Teacher's notes are available.

LEARNING TO READ
FKS Publishers Ltd; distributed by the Educational Foundation for Visual Aids Library
16 mm; b and w; sound; 30 minutes

This film offers a well-documented survey of significant phases in the development of reading and writing skills in young children. A brief overview of the multi-media materials used in primary schools to practise language is followed by sequences showing activities which stimulate pre-reading psychomotor and perceptual skills; activities that broaden the child's physical and linguistic experience; the use of visual aids; the association of spoken words with meanings and then written shapes; early word-making and sentence-making; initial phonic strategies in decoding unfamiliar words; the supra-segmental synthesis of decoded items into meaningful chunks; the movement to free reading for information; literacy as a means to an end.

MALEY, A
The Passive
English Language Unit 28, 1974

| | |
|---|---|
| Tapes 2 x 5 in | £9.00 |
| Teachers' books | £1.00 |
| Students' book | 20p |

This unit aims to practise the most frequently used passive forms - fixed forms like 'used for', called etc, present simple, past simple, present continuous and past continuous. Also, to practise the most common ways of avoiding the passive in colloquial speech. Other aspects are to be treated in the forthcoming Part 2.

MALEY, A; NEWBERRY, R
Between You and Me: Guided Dialogues for Conversation Practice
Nelson, 1974. 96pp
Text 75p Tape available

A collection of structural dialogues to practise spoken English and features of conversational usage. For secondary-school students at Cambridge certificate level. Each lesson contains 10 dialogues which are similar in structure. The first is intended to create a situation in the classroom which supports the enactment, in personal variations, of the dialogue pattern. Conversations two and three are illustrated by pictures; Dialogues four to ten can be completed from substitutions offered in the text. Further Work exercises present variations of the original pattern. Conversation patterns have been chosen for their high-frequency value to students. The optional substitutions contribute a lexical breadth to the course.

MAX HUEBER LANGUAGE GAMES
Business Trip
Spies at Work
The Big Deal
Hueber, Munich, 1974

Each game-package comprises text, cassette tape and player's information kit. They are more learning exercises than group games. The student functions as an individual, participating in an imaginary scene through the comprehension of spoken English. The student proceeds through problem-solving exercises in which he must process and understand clues provided in the support materials. The problems are designed to guide students into using language as a means to an end in its natural functional role. For instance, Spies at Work contextualises the language of computer-programming.

MURPHY, K P
Hearing and Language
Centre for the Teaching of Reading, University of Reading, 1974

| | |
|---|---|
| Cassette and slide pack | £5.00 |

Dr Murphy describes the organisation of auditory functions and aspects of their development. Speech, as encoding, is primarily dependent on effective decoding. Auditory feedback is an integral part of the process of communication. On auditory behaviour and language, Dr Murphy explains the dependence of early concept formation on the exercise of auditory attention. Self-awareness (ego formation) is inextricably involved with the development of spoken language. The psychological processes of decoding and encoding speech sounds entail the simultaneous functioning of refinement, abstraction, and the organisation of conceptual processes. The work of Lenneberg and Maslin is referred to as the LAD theory. Dr Murphy is concerned with the definition of a receptive structure upon which a language model can be based.

O'NEILL, R, SCOTT, R
Viewpoints: Interviews for Listening Comprehension
Longman, 1974

| | |
|---|---|
| Text | 80p |
| Tape | £6.00 |
| Cassette | £4.00 |

Designed for students in intensive language courses, or in secondary school, at the level of the Lower Cambridge certificate, this collection of ungraded interviews presents unscripted conversations spoken at normal speed. The accompanying pre- and post-listening textual material is intended to generate discussion and free conversation arising from the themes of the course. These are broadly concerned with the individual and social aspects of life in contemporary Britain and constitute a considerable background-studies component for mature students. Each taped interview is segmented into 1½ minute units which are accompanied by lexical explanations, comprehension questions and discussion points. An optional stage of language practice exercises, key sentence patterns, can be exploited to enable students to analyse and produce the more syntactically complex and colloquial structures. Although the material and exercises are designed primarily for practising listening-comprehension skills, an active understanding of the topic is promoted through pattern exercises and additional topic data which are often presented in diagrammatic or statistical form.

MAX HUEBER LANGUAGE GAMES
Business Trip
Spies at Work
The Big Deal
Hueber, Munich, 1974

Each game-package comprises text, cassette tape and player's information kit. They are more learning exercises than group games. The student functions as an individual, participating in an imaginary scene through the comprehension of spoken English. The student proceeds through problem-solving exercises in which he must process and understand clues provided in the support materials. The problems are designed to guide students into using language as a means to an end in its natural functional role. For instance, Spies at Work contextualises the language of computer-programming.

MURPHY, K P
Hearing and Language
Centre for the Teaching of Reading, University of Reading, 1974
Cassette and slide pack £5.00

Dr Murphy describes the organisation of auditory functions and aspects of their development. Speech, as encoding, is primarily dependent on effective decoding. Auditory feedback is an integral part of the process of communication. On auditory behaviour and language, Dr Murphy explains the dependence of early concept formation on the exercise of auditory attention. Self-awareness (ego formation) is inextricably involved with the development of spoken language. The psychological processes of decoding and encoding speech sounds entail the simultaneous functioning of refinement, abstraction, and the organisation of conceptual processes. The work of Lenneberg and Maslin is referred to as the LAD theory. Dr Murphy is concerned with the definition of a receptive structure upon which a language model can be based.

O'NEILL, R; SCOTT, R
Viewpoints: Interviews for Listening Comprehension
Longman, 1974

| | |
|---|---|
| Text | 80p |
| Tape | £6.00 |
| Cassette | £4.00 |

Designed for students in intensive language courses, or in secondary school, at the level of the Lower Cambridge certificate, this collection of ungraded interviews presents unscripted conversations spoken at normal speed. The accompanying pre- and post-listening textual material is intended to generate discussion and free conversation arising from the themes of the course. These are broadly concerned with the individual and social aspects of life in contemporary Britain and constitute a considerable background-studies component for mature students. Each taped interview is segmented into 1½ minute units which are accompanied by lexical explanations, comprehension questions and discussion points. An optional stage of language practice exercises, key sentence patterns, can be exploited to enable students to analyse and produce the more syntactically complex and colloquial structures. Although the material and exercises are designed primarily for practising listening-comprehension skills, an active understanding of the topic is promoted through pattern exercises and additional topic data which are often presented in diagrammatic or statistical form.

O'NEILL, R
Kernel Lessons Plus
Longman, 1974
Students' Book 80p Teachers' Book £1.00
Tests, tapes, tapescripts

This follow-up course to Kernel Lessons Intermediate provides a graded progression of structures and patterns at the pre-advanced level. It contains systematic revision and an integrated variety of learning activities at different levels of intensity. Each of the 15 Units contains a theme, of contemporary adult interest, which is realised variously in narrative texts, unscripted dialogues and a master story which runs through the course. Pattern exercises are always contextualised so as to generate connected, meaningful student responses. Depending on the target language skills required, or student interests, the teacher can treat parts of a Unit intensively or extensively. The Units contain 30 suggested lessons.

OROCZO, C R
Situation and Action
Nelson, 1974
Book 1 75p. Book 2 75p.
Cassettes £10.00 Wallcharts £2.00

An intermediate course in two books. Book 1 is essentially a revision of key structures and morphology systems, with short lessons that practise exclusively one or two structures or patterns. The course is not particularly dense, nor is it steeply graded. It offers a rapid, although notionally limited coverage of what are conventionally viewed as basic or survival language functions, usage and syntactic regularities. Text illustrations are appealing but sparse. A supplementary flip-chart set of practice pictures is available. Short language laboratory exercises are appended to each lesson and printed in the students' book.

PARRY, J
In English Please
Teacher's Guide (72pp) 35p Book 1 75p Book 2, 75p
Cassettes available
Nelson, 1974

Designed for beginners as an introductory course to the English of everyday life, arising from the communication requirements of shopping, work, sickness, travel etc. Ninety-one steps are compressed into 30 units with a broad lexical reference. The situations are presented through a permanent cast of characters, with extensive exemplification and explanation of structures and idioms. An indexed glossary of vocabulary gives a phonetic transcription for each entry. The material is intended for active, oral classroom practice.

SEMINAR CASSETTES
Traffic Control
Oil - A World Crisis
Seminar cassettes, 2-8 Sussex Gardens, London W2 3UD, 1974 £2.50 each

These 2 cassettes are the latest titles in the series 'International Report', which is a monthly taped collection of reports by Reuter correspondents around the world. Oil - A World Crisis presents an up-to-date survey of the current political and economic complexities centring on oil and is intended to replace the earlier International Report on this topic.

Kernel Lessons Plus
Longman, 1974
Students' Book 80p Teachers' Book £1.00
Tests, tapes, tapescripts

This follow-up course to Kernel Lessons Intermediate provides a graded progression of structures and patterns at the pre-advanced level. It contains systematic revision and an integrated variety of learning activities at different levels of intensity. Each of the 15 Units contains a theme, of contemporary adult interest, which is realised variously in narrative texts, unscripted dialogues and a master story which runs through the course. Pattern exercises are always contextualised so as to generate connected, meaningful student responses. Depending on the target language skills required, or student interests, the teacher can treat parts of a Unit intensively or extensively. The Units contain 30 suggested lessons.

OROCZO, C R
Situation and Action
Nelson, 1974
Book 1 75p. Book 2 75p.
Cassettes £10.00 Wallcharts £2.00

An intermediate course in two books. Book 1 is essentially a revision of key structures and morphology systems, with short lessons that practise exclusively one or two structures or patterns. The course is not particularly dense, nor is it steeply graded. It offers a rapid, although notionally limited coverage of what are conventionally viewed as basic or survival language functions, usage and syntactic regularities. Text illustrations are appealing but sparse. A supplementary flip-chart set of practice pictures is available. Short language laboratory exercises are appended to each lesson and printed in the students' book.

PARRY, J
In English Please
Teacher's Guide (72pp) 35p Book 1 75p Book 2, 75p
Cassettes available
Nelson, 1974

Designed for beginners as an introductory course to the English of everyday life, arising from the communication requirements of shopping, work, sickness, travel etc. Ninety-one steps are compressed into 30 units with a broad lexical reference. The situations are presented through a permanent cast of characters, with extensive exemplification and explanation of structures and idioms. An indexed glossary of vocabulary gives a phonetic transcription for each entry. The material is intended for active, oral classroom practice.

SEMINAR CASSETTES
Traffic Control
Oil - A World Crisis
Seminar cassettes, 2-8 Sussex Gardens, London W2 3UD, 1974 £2.50 each

These 2 cassettes are the latest titles in the series 'International Report', which is a monthly taped collection of reports by Reuter correspondents around the world. Oil - A World Crisis presents an up-to-date survey of the current political and economic complexities centring on oil and is intended to replace the earlier International Report on this topic.

STANNARD, J
Psychology of Language and Implications for Young Children Learning to Read
Centre for the Teaching of Reading, School of Education, University of Reading, 1974
Cassette and slide pack £5.00

Mr Stannard sees reading as a problem-solving activity and contrasts this view with the conventional role of the learner making a series of passive responses to linear stimuli. He is more concerned with the strategies of the learner than the methodology of the teacher. Beginning with the nature of the spoken word and its relation to reading, Mr Stannard describes the psychological process of encoding before considering the decoding process pertaining to reading. Decoding entails guessing and conjecture, to reduce uncertainty and to confirm and revise prediction. The chief disadvantage of phonics and Look-and-Say is that both approaches to the teaching of reading are based on the assumption that reading is a matter of sequential decoding. The teachers role should be one of training children to detect clues and relate them to a system, to exploit the redundancy in language and to teach reading as discovery.

WAINWRIGHT, D
The Use of SRA Laboratories
Centre for the Teaching of Reading, University of Reading
Cassette and slidepack £5.00

Referring to his experience as headmaster in an English junior school, Mr Wainwright describes the educational problems which led to the introduction of SRA Reading Laboratories in his school. Because these materials are highly suitable for intensive, unsupervised, individualised study, they seemed to meet the requirement for remedial instruction. The organisational consequences of administering such materials resulted in the establishment of a Reading Resources Centre. SRA Pilot Libraries were introduced to provide topic-extension material from the reading laboratories for project assignments.

WEBSTER, D; HATORI, H
Play and Say
Macmillan, 1973

Four stages of this audio-visual course for very young children have now been published. Stages 5 and 6 are forthcoming. Each stage comprises cassette-tapes of dialogues and songs, a picture-book and a play-book for pupils, and a teachers' manual. Stages 1, 2 and 3 practice listening and speaking skills. Stage 4 practises pre-reading and pre-writing skills. Stages 1 and 2 each consist of 8 steps, which are presented through taped dialogues and picture-book illustrations and practised through games in the play-book. Clear, brightly coloured cartoon-style drawings of Pip and Paddy (a bear and a mouse) portray 2- or 3-phase activities, which are dramatised in a simple taped dialogue. The dialogues are not a simulation of native-speaker discourse. They serve as an audio-visual presentation device for language items which will subsequently be appropriated and enacted by pupils in games, role-playing and other classroom activities. The emphasis is on language-learning through play and on an active use of language in the context of structured classroom situations which allow creative but group-based generalisations of simple language functions. Units are designed as collections of learning activities not all of which need be used. The pupils' materials are intended to integrate in format and function with other primary learning materials and to contribute to the overall development of perceptual and psycho-motor skills in young primary children.

STANNARD, J

Psychology of Language and Implications for Young Children Learning to Read
Centre for the Teaching of Reading, School of Education, University of Reading, 1974
Cassette and slide pack £5.00

Mr Stannard sees reading as a problem-solving activity and contrasts this view with the conventional role of the learner making a series of passive responses to linear stimuli. He is more concerned with the strategies of the learner than the methodology of the teacher. Beginning with the nature of the spoken word and its relation to reading, Mr Stannard describes the psychological process of encoding before considering the decoding process pertaining to reading. Decoding entails guessing and conjecture, to reduce uncertainty and to confirm and revise prediction. The chief disadvantage of phonics and Look-and-Say is that both approaches to the teaching of reading are based on the assumption that reading is a matter of sequential decoding. The teachers role should be one of training children to detect clues and relate them to a system, to exploit the redundancy in language and to teach reading as discovery.

WAINWRIGHT, D

The Use of SRA Laboratories
Centre for the Teaching of Reading, University of Reading
Cassette and slidepack £5.00

Referring to his experience as headmaster in an English junior school, Mr Wainwright describes the educational problems which led to the introduction of SRA Reading Laboratories in his school. Because these materials are highly suitable for intensive, unsupervised, individualised study, they seemed to meet the requirement for remedial instruction. The organisational consequences of administering such materials resulted in the establishment of a Reading Resources Centre. SRA Pilot Libraries were introduced to provide topic-extension material from the reading laboratories for project assignments.

WEBSTER, D; HATORI, H

Play and Say
Macmillan, 1973

Four stages of this audio-visual course for very young children have now been published. Stages 5 and 6 are forthcoming. Each stage comprises cassette-tapes of dialogues and songs, a picture-book and a play-book for pupils, and a teachers' manual. Stages 1, 2 and 3 practice listening and speaking skills. Stage 4 practises pre-reading and pre-writing skills. Stages 1 and 2 each consist of 8 steps, which are presented through taped dialogues and picture-book illustrations and practised through games in the play-book. Clear, brightly coloured cartoon-style drawings of Pip and Paddy (a bear and a mouse) portray 2- or 3-phase activities, which are dramatised in a simple taped dialogue. The dialogues are not a simulation of native-speaker discourse. They serve as an audio-visual presentation device for language items which will subsequently be appropriated and enacted by pupils in games, role-playing and other classroom activities. The emphasis is on language-learning through play and on an active use of language in the context of structured classroom situations which allow creative but group-based generalisations of simple language functions. Units are designed as collections of learning activities not all of which need be used. The pupils' materials are intended to integrate in format and function with other primary learning materials and to contribute to the overall development of perceptual and psycho-motor skills in young primary children.

WRIGHT, J
Speaking English
Oxford University Press, 1974
Book 1 50p, Book 2 50p, Tapes £35.00

A remedial course in spoken English for intermediate and advanced students. Designed for classroom presentation. It could be easily programmed for language-laboratory learning. Book 1 teaches phonetic transcription and vowel and consonant features. Book 2 consists of dialogues and drills which synthesise the phonological features treated separately in Book 1. Speech-work units are recorded on tape, where the student practises listen-and-repeat and backward-build-up items. The course offers detailed and analytic work for students and extensive information for teachers.

TEXTBOOKS AND LANGUAGE PRACTICE

ELMER, W
The Terminology of Fishing: A Survey of English and Welsh Inshore Fishing Things and Words
Francke, Berne, 1973. Price not shown

The investigation reported in this book was carried out for a doctoral thesis by a Swiss. The author toured right round the coasts of Britain collecting information on types of boat, methods of fishing, equipment, weather and navigating terminology, and the names used for the fish. The major lexical items are represented in IPA transcription and provide an absorbing account of dialectal differences around the coast. The Welsh terminology collected is also given with its dialectal variants in phonetic transcription. Lexical variants for common terms are clearly shown on maps. This is not teaching material but valuable resource material for anyone concerned with special-purpose English connected with fishing and maritime life in Britain centred round small boats.

GILCHRIST, A
Modern English Readings 2nd edn.
Longman, 1973. 199pp. 36p

Thirty passages covering a wide range of subjects including History, Commerce, Philosophy, Sociology and Literature. The exercises require intensive reading of the passages and include Language practice, objective tests, composition and discussion questions. Difficult words and idioms are glossed at the back of the book. Suitable for upper secondary and adult learners.

McCALLUM, G P
Tales of Mystery and Suspense
Collier Macmillan Structured Readers
Collier Macmillan, 1974 Price not shown

Six stories involving Crime, Suspense and the Supernatural, aimed at Intermediate level and using about 1,200 of the vocabulary items on Michael West's A General Service List of English Words. Some additional words are glossed at the beginning of the story in which they occur. Each story is written to emphasise a particular English structure. There are follow-up exercises with a key and the book is attractively illustrated in black and white.

WRIGHT, J
Speaking English
Oxford University Press, 1974
Book 1 50p, Book 2 50p, Tapes £35.00

A remedial course in spoken English for intermediate and advanced students. Designed for classroom presentation. It could be easily programmed for language-laboratory learning. Book 1 teaches phonetic transcription and vowel and consonant features. Book 2 consists of dialogues and drills which synthesise the phonological features treated separately in Book 1. Speech-work units are recorded on tape, where the student practises listen-and-repeat and backward-build-up items. The course offers detailed and analytic work for students and extensive information for teachers.

## TEXTBOOKS AND LANGUAGE PRACTICE

ELMER, W
The Terminology of Fishing: A Survey of English and Welsh Inshore Fishing
Things and Words
Francke, Berne, 1973. Price not shown

The investigation reported in this book was carried out for a doctoral thesis by a Swiss. The author toured right round the coasts of Britain collecting information on types of boat, methods of fishing, equipment, weather and navigating terminology, and the names used for the fish. The major lexical items are represented in IPA transcription and provide an absorbing account of dialectal differences around the coast. The Welsh terminology collected is also given with its dialectal variants in phonetic transcription. Lexical variants for common terms are clearly shown on maps. This is not teaching material but valuable resource material for anyone concerned with special-purpose English connected with fishing and maritime life in Britain centred round small boats.

GILCHRIST, A
Modern English Readings 2nd edn.
Longman, 1973. 199pp. 36p

Thirty passages covering a wide range of subjects including History, Commerce, Philosophy, Sociology and Literature. The exercises require intensive reading of the passages and include Language practice, objective tests, composition and discussion questions. Difficult words and idioms are glossed at the back of the book. Suitable for upper secondary and adult learners.

McCALLUM, G P
Tales of Mystery and Suspense
Collier Macmillan Structured Readers
Collier Macmillan, 1974 Price not shown

Six stories involving Crime, Suspense and the Supernatural, aimed at Intermediate level and using about 1,200 of the vocabulary items on Michael West's A General Service List of English Words. Some additional words are glossed at the beginning of the story in which they occur. Each story is written to emphasise a particular English structure. There are follow-up exercises with a key and the book is attractively illustrated in black and white.

TEMPLER, J C; NETTLE, K
First Certificate Interviews
Heinemann Educational, 1974
Students' Book 40p
Teachers' Book 20p

A book of materials following the format of the interview part of the Cambridge First Certificate in English examination. Each section contains a photograph for discussion, a dialogue, and a list of situations for which the student must find something appropriate to say. With tapes.

## LANGUAGE TEACHING AND LEARNING

BAILEY, R W; ROBINSON, J L
Varieties of Present Day English
Macmillan, New York, USA, and Collier Macmillan, London, 1973. $9.95

This is an American 'workbook'. It contains a number of essays mainly written by sociolinguists on the varieties of English in Africa, in Puerto Rico and in America. Some historical cases of language imposition are examined by L F Brosnahan and there is a section on the problems and consequences of dialect English in the classroom. Study questions for the student reader follow each chapter.

CARROLL, D
Dictionary of Foreign Terms $9.95

From the thousands of foreign words that appear in both spoken and written English a selection of over 4,000 has been made covering many fields from law to culinary matters. Proverbs and literary aphorisms are included. The basis of selection is not made clear. Nevertheless the dictionary could be of great help to someone unfamiliar with Latin and modern European foreign languages. Each entry gives the origin and definition and sometimes an example of usage.

GOODACRE, E
Methods, Including an Annotated Reading List and Glossary of Terms
Centre for the Teaching of Reading, University of Reading 25p

An informed and thoroughly documented survey of current methods of teaching reading and the psycholinguistic theories of language behaviour that support them.

HELIEL, M; McARTHUR, T
Learning Rhythm and Stress
Collins, 1974 38p

Book 5 in the Patterns of English series. Learning rhythm and stress is for intermediate students practising spoken English or working for oral exams. It teaches stress and rhythm patterns of some of the commonest sentences in English. Each unit provides information about a pattern, a model or an example, and lists or sentences for practice.

TEMPLER, J C; NETTLE, K
First Certificate Interviews
Heinemann Educational, 1974
Students' Book 40p
Teachers' Book 20p

A book of materials following the format of the interview part of the Cambridge First Certificate in English examination. Each section contains a photograph for discussion, a dialogue, and a list of situations for which the student must find something appropriate to say. With tapes.

## LANGUAGE TEACHING AND LEARNING

BAILEY, R W; ROBINSON, J L
Varieties of Present Day English
Macmillan, New York, USA, and Collier Macmillan, London, 1973. $9.95

This is an American 'workbook'. It contains a number of essays mainly written by sociolinguists on the varieties of English in Africa, in Puerto Rico and in America. Some historical cases of language imposition are examined by L F Brosnahan and there is a section on the problems and consequences of dialect English in the classroom. Study questions for the student reader follow each chapter.

CARROLL, D
Dictionary of Foreign Terms $9.95

From the thousands of foreign words that appear in both spoken and written English a selection of over 4,000 has been made covering many fields from law to culinary matters. Proverbs and literary aphorisms are included. The basis of selection is not made clear. Nevertheless the dictionary could be of great help to someone unfamiliar with Latin and modern European foreign languages. Each entry gives the origin and definition and sometimes an example of usage.

GOODACRE, E
Methods, Including an Annotated Reading List and Glossary of Terms
Centre for the Teaching of Reading, University of Reading 25p

An informed and thoroughly documented survey of current methods of teaching reading and the psycholinguistic theories of language behaviour that support them.

HELIEL, M; McARTHUR, T
Learning Rhythm and Stress
Collins, 1974 38p

Book 5 in the Patterns of English series. Learning rhythm and stress is for intermediate students practising spoken English or working for oral exams. It teaches stress and rhythm patterns of some of the commonest sentences in English. Each unit provides information about a pattern, a model or an example, and lists or sentences for practice.

JANSON, B
Some Aspects of the Introduction of Reading in Foreign Language Teaching in the Primary School, with Special Reference to Existing English-Teaching Materials Published in Sweden. Pedagogiska institutionen, Lärarhögskolan i Uppsala, Uppsala, 1974 Price not shown

The introduction gives a survey of foreign language teaching in the primary school in the member-states of the Council of Europe. Problems such as interference with other school-subjects are also introduced. The reports deal with some principles that are not sufficiently taken into consideration when teaching materials are produced. The experimental reading material produced within the EPAL project is given as an example of how reading could be introduced in accordance with these principles. With a 3-page bibliography

MOODY, K W
Frames for Written English
Oxford University Press, 1974. 72pp. 85p

Guided composition exercises in 3 stages. Some comprehension involved at Stage 1, but writing firmly controlled by use of substitution tables. At Stage 2 the earlier frames are repeated, but more choice is given. Stage 3 leads towards free composition.

RABAN, Bridie
Reading Skill Acquisition: Comparative Lists of Reading Games and Support Materials
Centre for the Teaching of Reading, University of Reading 25p

A guide for teachers to the structuring of reading support materials. Miss Raban relates her classification to the 13 stages defined in an earlier booklet Individualised Reading by Cliff Moon.

SELECT COMMITTEE ON RACE RELATIONS AND IMMIGRATION
Educational Disadvantage and the Educational Needs of Immigrants: Observations on the Report on Education of the Select Committee ... presented to Parliament by the Secretary of State for Education and Science ... 1974.
HMSO, 1974 15p

It was proposed that provisions for the educationally disadvantaged and for immigrants with language problems should be treated by one unit set up by the DES. There should be an information centre set up independent of Government control. A survey of all the methods at present in use to deal with the education of immigrant children should form the basis of advice to local authorities. The DES formula by which statistics on the numbers of immigrant children there are in schools should be changed because they provide extremely unreliable results. Links between schools and families should be facilitated and extended. Nursery education should be expanded, particularly in areas of cultural deprivation. Career advice and links with industry for the education of immigrant employees should be more widespread. An enquiry into the special needs of West Indian children should be set up. Teacher-training and the choice of curriculum and classroom materials should take account of the needs of a multi-racial, multi-cultural society. A central fund to which local authorities could apply for resources to help meet the costs of immigrant children in their areas should be set up.

JANSON, B

Some Aspects of the Introduction of Reading in Foreign Language Teaching in the Primary School, with Special Reference to Existing English-Teaching Materials Published in Sweden. Pedagogiska Institutionen, Lärarhögskolan i Uppsala, Uppsala, 1974 Price not shown

The introduction gives a survey of foreign language teaching in the primary school in the member-states of the Council of Europe. Problems such as interference with other school-subjects are also introduced. The reports deal with some principles that are not sufficiently taken into consideration when teaching materials are produced. The experimental reading material produced within the EPAL project is given as an example of how reading could be introduced in accordance with these principles. With a 3-page bibliography.

MOODY, K W

Frames for Written English
Oxford University Press, 1974. 72pp. 85p

Guided composition exercises in 3 stages. Some comprehension involved at Stage 1, but writing firmly controlled by use of substitution tables. At Stage 2 the earlier frames are repeated, but more choice is given. Stage 3 leads towards free composition.

RABAN, Bridie

Reading Skill Acquisition: Comparative Lists of Reading Games and Support Materials
Centre for the Teaching of Reading, University of Reading 25p

A guide for teachers to the structuring of reading support materials. Miss Raban relates her classification to the 13 stages defined in an earlier booklet Individualised Reading by Cliff Moon.

SELECT COMMITTEE ON RACE RELATIONS AND IMMIGRATION

Educational Disadvantage and the Educational Needs of Immigrants: Observations on the Report on Education of the Select Committee ... presented to Parliament by the Secretary of State for Education and Science . . 1974.
HMSO, 1974 15p

It was proposed that provisions for the educationally disadvantaged and for immigrants with language problems should be treated by one unit set up by the DES. There should be an information centre set up independent of Government control. A survey of all the methods at present in use to deal with the education of immigrant children should form the basis of advice to local authorities. The DES formula by which statistics on the numbers of immigrant children there are in schools should be changed because they provide extremely unreliable results. Links between schools and families should be facilitated and extended. Nursery education should be expanded, particularly in areas of cultural deprivation. Career advice and links with industry for the education of immigrant employees should be more widespread. An enquiry into the special needs of West Indian children should be set up. Teacher-training and the choice of curriculum and classroom materials should take account of the needs of a multi-racial, multicultural society. A central fund to which local authorities could apply for resources to help meet the costs of immigrant children in their areas should be set up.

STONE, L
Teaching English to Second Language Students
Evans 1974. 141pp. £1.60

A handbook intended for 'new' teachers of English to speakers of other languages. Starting with the language needs, attitude and approach of the teacher and the motivation or resistance of the students, the book covers the sounds and spelling of English, the form and function of the language and the problems these present to the learner, teaching methods, materials, classroom organisation, equipment and lesson planning. An appendix sets out the main pronunciation problems of selected language groups.

TAYLOR, Francine
Race, School and Community: A Study of Research and Literature on Education in Multiracial Britain. National Foundation for Educational Research in England and Wales, Windsor, 1974 £2.50

A survey of the present situation and its immediate history. Sections on the general background to the racial situation in Britain, the educational situation of 'immigrant' children, problems in assessing ability of immigrant children, cultural factors affecting their education and compensatory and social education for children in a multicultural, multiracial society. There are many statistical tables and a full bibliography.

WILKINS, D A
Second language learning and teaching
Edward Arnold, 1974. 86pp. 95p

Intended for the teacher in training, this book presents clearly and briefly an examination of the nature of language, language acquisition and language learning. This is followed by a look at the environmental factors of learning; educational context, social context; the pupil and his teacher. Finally there is an exposition of the methodological principles of foreign language teaching which the author has prefaced with his firm belief that there is no one best method since so many factors affect language learning. A teacher receives feedback from his pupils which shows him how successfully learning is taking place, and from this he can modify his teaching method according to the broad methodological principles expounded.

---

## RESOURCES

---

### CAMBRIDGE EXAMINATIONS

AS MENTIONED in ELT Documents 74/2, we have now compiled a list of new and forthcoming titles for the Cambridge First Certificate of English and the Cambridge Certificate of Proficiency in English. A brief description of the contents is given in order to assist teachers selecting individual titles for the 5 papers. With some entries however, this has not been possible and the books will be annotated in later issues of Documents as they are published. This list is not complete, and more books are expected to appear on the market after the first examinations have taken place. It will be noticed that some standard texts, eg by Ona Low and Lintor Stone, have been revised to fit the new requirements of the examinations. These titles have not been annotated in this list.

STONE, L
Teaching English to Second Language Students
Evans 1974. 141pp. £1.60

A handbook intended for 'new' teachers of English to speakers of other languages. Starting with the language needs, attitude and approach of the teacher and the motivation or resistance of the students, the book covers the sounds and spelling of English, the form and function of the language and the problems these present to the learner, teaching methods, materials, classroom organisation, equipment and lesson planning. An appendix sets out the main pronunciation problems of selected language groups.

TAYLOR, Francine
Race, School and Community: A Study of Research and Literature on Education in Multiracial Britain. National Foundation for Educational Research in England and Wales, Windsor, 1974 £2.50

A survey of the present situation and its immediate history. Sections on the general background to the racial situation in Britain, the educational situation of 'immigrant' children, problems in assessing ability of immigrant children, cultural factors affecting their education and compensatory and social education for children in a multicultural, multiracial society. There are many statistical tables and a full bibliography.

WILKINS, D A
Second language learning and teaching
Edward Arnold, 1974. 86pp. 95p

Intended for the teacher in training, this book presents clearly and briefly an examination of the nature of language, language acquisition and language learning. This is followed by a look at the environmental factors of learning; educational context, social context; the pupil and his teacher. Finally there is an exposition of the methodological principles of foreign language teaching which the author has prefaced with his firm belief that there is no one best method since so many factors affect language learning. A teacher receives feedback from his pupils which shows him how successfully learning is taking place, and from this he can modify his teaching method according to the broad methodological principles expounded.

## RESOURCES

## CAMBRIDGE EXAMINATIONS

AS MENTIONED in ELT Documents 74/2, we have now compiled a list of new and forthcoming titles for the Cambridge First Certificate of English and the Cambridge Certificate of Proficiency in English. A brief description of the contents is given in order to assist teachers selecting individual titles for the 5 papers. With some entries however, this has not been possible and the books will be annotated in later issues of Documents as they are published. This list is not complete, and more books are expected to appear on the market after the first examinations have taken place. It will be noticed that some standard texts, eg by Ona Low and Linton Stone, have been revised to fit the new requirements of the examinations. These titles have not been annotated in this list.

## NEW AND FORTHCOMING TITLES FOR THE CAMBRIDGE FIRST CERTIFICATE EXAMINATION

Fowler, W S
First Certificate English
Nelson. 240pp

| | |
|---|---|
| Book 1. Language and Composition | 90p |
| Book 2. Reading Comprehension | 75p |
| Book 3. Use of English | 75p |
| Teacher's Guide | 80p |

Templer, J C; Nettle, K
First Certificate Interviews: Students' Book, 40p. Teachers' Book, 20p.
Tape, £2.00.
Heinemann Educational Books, 1974. 46pp.

Fifteen interviews, each with 3 sections: Photograph, Dialogue and Situations. Cues are given in the first 4 interviews to help students with the responses.

Stone, Linton
Cambridge First Certificate English
Macmillan

Newly revised to meet requirements of new syllabus.

Stone, Linton
Cambridge First Certificate English Exercises
Macmillan

Graded exercises and remedial practice.
Newly revised to meet requirements of new syllabus

Low, Ona
A First Certificate in English Course for foreign students
Edward Arnold

A new edition of Lower Certificate English Course for Foreign Students

Cook, V J
English Topics.
Oxford University Press. Book, 128pp (including 34 photographs). 85p. Tape, £6 00

Ten units. Topics include: Food, Sports and Games, Jobs, Fashion and Pop. Each unit contains a) background information about the topic; b) 2 dialogues for student role-playing repetition and class discussion; c) 5 activities including questionnaires; photographs for discussion; case studies; form-filling; short 2/3-minute talks etc; d) 2 listening passages followed by comprehension exercises including multi-choice questions and suggestions for discussions and written work about the topic. Tape contains the dialogues and listening passages.

*de Freitas, J
To Start You Practising
Macmillan. Students' book and tape

Texts for discussion and exercises on comprehension, grammar and pronunciation.

*Chaplen, Frank
Communication Practice in Written English.
Oxford University Press. Students' Book, Teachers' Book

Course of reading comprehension and language practice material designed for students preparing for papers 1, 2, 3 of the First Certificate. Emphasis is laid on teaching comprehension and language control rather than testing it

# NEW AND FORTHCOMING TITLES FOR THE CAMBRIDGE FIRST CERTIFICATE EXAMINATION

Fowler, W S
First Certificate English
Nelson. 240pp

| | |
|---|---|
| Book 1. Language and Composition | 90p |
| Book 2. Reading Comprehension | 75p |
| Book 3. Use of English | 75p |
| Teacher's Guide | 80p |

Templer, J C; Nettle, K
First Certificate Interviews: Students' Book, 40p. Teachers' Book, 20p.
Tape, £2.00.
Heinemann Educational Books, 1974. 46pp.

Fifteen interviews, each with 3 sections: Photograph, Dialogue and Situations. Cues are given in the first 4 interviews to help students with the responses.

Stone, Linton
Cambridge First Certificate English
Macmillan

Newly revised to meet requirements of new syllabus.

Stone, Linton
Cambridge First Certificate English Exercises
Macmillan

Graded exercises and remedial practice.
Newly revised to meet requirements of new syllabus.

Low, Ona
A First Certificate in English Course for foreign students.
Edward Arnold

A new edition of Lower Certificate English Course for Foreign Students.

Cook, V J
English Topics.
Oxford University Press. Book, 128pp (including 34 photographs). 85p. Tape, £6.00

Ten units. Topics include: Food, Sports and Games, Jobs, Fashion and Pop. Each unit contains a) background information about the topic; b) 2 dialogues for student role-playing repetition and class discussion; c) 5 activities including questionnaires; photographs for discussion; case studies; form-filling; short 2/3-minute talks etc; d) 2 listening passages followed by comprehension exercises including multi-choice questions and suggestions for discussions and written work about the topic. Tape contains the dialogues and listening passages.

*de Freitas, J
To Start You Practising
Macmillan. Students' book and tape

Texts for discussion and exercises on comprehension, grammar and pronunciation.

*Chaplen, Frank
Communication Practice in Written English.
Oxford University Press. Students' Book, Teachers' Book

Course of reading comprehension and language practice material designed for students preparing for papers 1, 2, 3 of the First Certificate. Emphasis is laid on teaching comprehension and language control rather than testing it.

*Ferguson, K
Read for Meaning
Comprehension for First Certificate.
Evans. 80p

Collection of test papers which provide multi-choice questions based on passages extracted from works of modern writers. Each paper has 2 groups of exercises; 10 multi-choice questions to test overall comprehension of the passage and 20 questions to test vocabulary relating to passage.

Green, G
Contrast
Oxford University Press. Students' Book, 160pp (including 20 photographs).
£1.50. Teachers' Book, 50p

20 reading texts written in contrasting styles: descriptive passages, dialogues, news reports, interviews, magazine articles etc. Topics include: Conservation or Catastrophe, Brazil Dance their Way to Victory (Football), One Poet Speaks about Another (Wilfred Owen and Dylan Thomas), Women's Lib. Each text is followed by multi-choice questions, and language exercises, also a 'talk' section and 'write' section related to the subject of the text.

Lloyd, J
A Mediterranean Reader
Edward Arnold. 128pp. 85p. Illustrated

Twenty-five stories written for students studying at intermediate level. Word-list precedes each text. Multi-choice and free-response questions given at end of story. Suitable for discussion and written work.

i Ttofi, C; Creed, T S
English in Mind
Macmillan, 1974. 194pp

Eighteen units, each with 8 sections: i. dialogue; ii. grammar revision; iii. listening comprehension passage; iv. exercises on use of English; v. photograph with suggestions for discussion; vi. multi-choice questions on vocabulary; vii. reading comprehension and multi-choice questions; viii. composition topics. The 18 units cover a variety of situations which foreign students are likely to encounter; eg arriving in Britain; finding work; seeing London; being entertained etc. Each unit revises a particular grammar point eg Section 1 and 3 are on tape. The Study Guide gives answers to the exercises. Also suitable for students at a more advanced level.

i Byrne, D
Listening Comprehension.
Longman.

Students' Workbooks 1 and 2. 45p and 20p
Teachers' Books 1, 2 and 3. £1.80, 75p, 75p
Tapes for Book 1. £15.00
Tape for Book 2. £5.00
Tape for Book 3. £6.00

Designed to give students systematic training in listening comprehension. Part 1 and 2 intended for intermediate level. Part 3 advanced. Provide listening practice followed by tests with individual words, sentences and short passages. Part 2 particularly suitable for Cambridge First Certificate paper 2. Part 3 contains informal talks and speeches which would be suitable for Cambridge Proficiency.

Ferguson, R
Read for Meaning
Comprehension for First Certificate.
Evans. 80p

Collection of test papers which provide multi-choice questions based on passages extracted from works of modern writers. Each paper has 2 groups of exercises; 10 multi-choice questions to test overall comprehension of the passage and 20 questions to test vocabulary relating to passage.

Green, G
Contrast
Oxford University Press. Students' Book, 160pp (including 20 photographs). £1.50. Teachers' Book, 50p

20 reading texts written in contrasting styles: descriptive passages, dialogues, news reports, interviews, magazine articles etc. Topics include: Conservation or Catastrophe, Brazil Dance their Way to Victory (Football), One Poet Speaks about Another (Wilfred Owen and Dylan Thomas), Women's Lib. Each text is followed by multi-choice questions, and language exercises, also a 'talk' section and 'write' section related to the subject of the text.

Lloyd, J
A Mediterranean Reader
Edward Arnold. 128pp. 85p. Illustrated

Twenty-five stories written for students studying at intermediate level. Word-list precedes each text. Multi-choice and free-response questions given at end of story. Suitable for discussion and written work.

i Ttofi, C; Creed, T S
English in Mind
Macmillan, 1974. 194pp

Eighteen units, each with 8 sections: i. dialogue; ii. grammar revision; iii. listening comprehension passage; iv. exercises on use of English; v. photograph with suggestions for discussion; vi. multi-choice questions on vocabulary; vii. reading comprehension and multi-choice questions; viii. composition topics. The 18 units cover a variety of situations which foreign students are likely to encounter; eg arriving in Britain; finding work; seeing London; being entertained etc. Each unit revises a particular grammar point eg Section 1 and 3 are on tape. The Study Guide gives answers to the exercises. Also suitable for students at a more advanced level.

i Byrne, D
Listening Comprehension.
Longman.

Students' Workbooks 1 and 2. 45p and 20p
Teachers' Books 1, 2 and 3. £1.80, 75p, 75p
Tapes for Book 1. £15.00
Tape for Book 2. £5.00
Tape for Book 3. £6.00

Designed to give students systematic training in listening comprehension. Part 1 and 2 intended for intermediate level. Part 3 advanced. Provide listening practice followed by tests with individual words, sentences and short passages. Part 2 particularly suitable for Cambridge First Certificate paper 2. Part 3 contains informal talks and speeches which would be suitable for Cambridge Proficiency.

O'Keefe and others
People overheard
Macmillan. Students' book, Teachers' book. Tapes

Selection of 15 conversations - 'At Paddington Station', 'In the Pub' etc. Multi-choice questions for listening practice and suggestions for discussion.

Templer, J C
Listening Comprehension Tests: Students' book, 35p
Teachers' book, 50p. Tape of selected tests, £5.00
Heinemann, 1974. 2nd edition

Provides intensive practice for the listening comprehension paper. Includes test items on sound differentiation, stress and intonation, multi-choice questions on spoken passages. Fifteen new tests added along the lines of new examination requirements. Selected tests recorded on tape.

*Underwood, Mary
Listen to This. 2nd edition
Oxford University Press. Students' book, 90p. Teachers' book, £1.20. Tapes, 4 at £2.75. Cassettes 1 and 2, £4.00 each
Aural comprehension

Twenty short conversations - Bank Manager, District Nurse, Vicar, Taxi Driver etc, illustrations, short descriptive paragraphs, open-ended comprehension questions. New edition contains multi-choice comprehension questions. Key to answers given in teachers book.

i *Underwood, Mary
What a Story
Oxford University Press. Students' Book, Teachers' Book. Tapes
Aural Comprehension

Twenty stories recorded spontaneously: 'moral','horrifying', 'silly', 'amusing'. Multi-choice and open-ended comprehension exercises, aural exercises on discrimination, vocabulary extension, structure and usage, guided composition. For students in final stages of preparing for the listening comprehension paper of First Certificate and those who are aiming at Proficiency.

*Chaplen, F
Communication Practice in Spoken English
Oxford. Students' Book, 50p. Teachers' Book, 90p. Tapes, 5 at £4.00

Practice in oral/aural skills. Ten units consisting of: listening passage, multi-choice and open-ended questions; dialogues for memorisation and repetition; replacement drills, structure, stress intonation; communication situations, practice in responses; photographs with questions for discussion.

Hill, L A
What Would You Say? A First Certificate practice book
Evans. 80p

Variety of contextualised material for oral practice. Twenty-three sections. Each section divided as follows: A. Photograph and questions, B. Dialogue, C. Dialogue with one speaker's part left blank. D. Situations for student to provide spoken response. E. Discussion topics. Topics covered include entertainment, air-travel, shopping, hotels.

*Alexander, L G; Vincent, M
Make Your Point
Longman. Book 45p

A less advanced version of For and Against. Useful for discussion class/aural/oral work.

O'Keefe and others
People overheard
Macmillan. Students' book, Teachers' book. Tapes

Selection of 15 conversations - 'At Paddington Station', 'In the Pub' etc. Multi-choice questions for listening practice and suggestions for discussion.

Templer, J C
Listening Comprehension Tests: Students' book, 35p
Teachers' book, 50p. Tape of selected tests, £5.00
Heinemann, 1974. 2nd edition

Provides intensive practice for the listening comprehension paper. Includes test items on sound differentiation, stress and intonation, multi-choice questions on spoken passages. Fifteen new tests added along the lines of new examination requirements. Selected tests recorded on tape

*Underwood, Mary
Listen to This. 2nd edition
Oxford University Press. Students' book, 90p. Teachers' book, £1.20. Tapes, 4 at £2.75. Cassettes 1 and 2, £4.00 each
Aural comprehension

Twenty short conversations - Bank Manager, District Nurse, Vicar, Taxi Driver etc, illustrations, short descriptive paragraphs, open-ended comprehension questions. New edition contains multi-choice comprehension questions. Key to answers given in teachers book.

i *Underwood, Mary
What a Story
Oxford University Press. Students' Book, Teachers' Book. Tapes
Aural Comprehension

Twenty stories recorded spontaneously: 'moral','horrifying', 'silly', 'amusing'. Multi-choice and open-ended comprehension exercises, aural exercises on discrimination, vocabulary extension, structure and usage, guided composition. For students in final stages of preparing for the listening comprehension paper of First Certificate and those who are aiming at Proficiency.

*Chaplen, F
Communication Practice in Spoken English
Oxford. Students' Book, 50p. Teachers' Book, 90p. Tapes, 5 at £4.00

Practice in oral/aural skills. Ten units consisting of: listening passage, multi-choice and open-ended questions; dialogues for memorisation and repetition; replacement drills, structure, stress intonation; communication situations, practice in responses; photographs with questions for discussion.

Hill, L A
What Would You Say? A First Certificate practice book
Evans. 80p

Variety of contextualised material for oral practice. Twenty-three sections. Each section divided as follows: A. Photograph and questions, B. Dialogue, C. Dialogue with one speaker's part left blank. D. Situations for student to provide spoken response. E. Discussion topics. Topics covered include entertainment, air-travel, shopping, hotels.

*Alexander, L G; Vincent, M
Make Your Point
Longman. Book 45p

A less advanced version of For and Against. Useful for discussion class/aural/oral work.

*Byrne, D; Wright, W
What Do you Think?
Longman. Students' Book, 35p. Teachers' Book, 60p.

Pictures to help students express themselves in common situations both in public and in their personal lives. Teachers' Book gives guidance on exploiting the visual situations.

Harrison, J, and others
Topic English
Book. Key. Tapes. 154pp. With illustrations

Short course-book - useful for remedial and revision work. Fourteen topics, each divided into 3 sections: I: Dialogue, comprehension questions and language exercises. II Extended practice of structures in I, more advanced material and vocab. III: Reading passage, further exercises for language practice, and discussion.

## NEW AND FORTHCOMING TITLES FOR THE CAMBRIDGE PROFICIENCY EXAMINATION

Stone, Linton
Cambridge Proficiency English
Macmillan

New edition to meet requirements of new syllabus. Grammar, writing book and dictionary.

ii O'Neill, R; Scott, R
Viewpoints: Interviews for Listening Practice
Longman. Book, 80p. Tape, £6.00. Cassette, £4.00.

An introduction to contemporary Britain. Interviews with 15 men and women representing a variety of walks of life in Britain. Different accents, attitudes and professions are represented. Useful practice at Proficiency level or later stages of First Certificate.

*Whiteson, V; Mackin, R
More Varieties of Spoken English
Oxford. Workbook. Tapes 1-12

12 types of Spoken English eg lecture to Weight-Watchers, discussion on Space Race, interview with Chairman of Noise Abatement Society. Accents include Scottish, Australian, South African, American, Nigerian. Encourages free discussion. Exercises follow pattern of first course: 'Varieties of Spoken English'.

*Dixey, J; Rinvolucri, M
Well Said! Advanced Oral English
Evans. £1.50

Lively oral practice material. 23 units providing 2-3 hr class and lang lab work. Practice - register, sensitive aural comprehension, role playing, creation of dialogues arising from given situations and oral composition. Drills and follow-up work to give practice.

*Bennett, M
Points Overheard
Macmillan. Students' Book, Teachers Book, Students' Comprehension Texts. Tapes.

Selection of 15 spontaneous discussions on general themes - travel, war, pollution - for listening practice and discussion work. Multi-choice questions and discussion questions.

*Byrne, D; Wright, W
What Do you Think?
Longman. Students' Book, 35p. Teachers' Book, 60p.

Pictures to help students express themselves in common situations both in public and in their personal lives. Teachers' Book gives guidance on exploiting the visual situations.

Harrison, J, and others
Topic English
Book. Key. Tapes. 154pp. With illustrations

Short course-book - useful for remedial and revision work. Fourteen topics, each divided into 3 sections: I: Dialogue, comprehension questions and language exercises. II: Extended practice of structures in I, more advanced material and vocab. III: Reading passage, further exercises for language practice, and discussion.

## NEW AND FORTHCOMING TITLES FOR THE CAMBRIDGE PROFICIENCY EXAMINATION

Stone, Linton
Cambridge Proficiency English
Macmillan

New edition to meet requirements of new syllabus. Grammar, writing book and dictionary.

ii O'Neill, R; Scott, R
Viewpoints: Interviews for Listening Practice
Longman. Book, 80p. Tape, £6.00. Cassette, £4.00

An introduction to contemporary Britain. Interviews with 15 men and women representing a variety of walks of life in Britain. Different accents, attitudes and professions are represented. Useful practice at Proficiency level or later stages of First Certificate.

*Whiteson, V; Mackin, R
More Varieties of Spoken English
Oxford. Workbook. Tapes 1-12

12 types of Spoken English eg lecture to Weight-Watchers, discussion on Space Race, interview with Chairman of Noise Abatement Society. Accents include Scottish, Australian, South African, American, Nigerian. Encourages free discussion. Exercises follow pattern of first course: 'Varieties of Spoken English'.

*Dixey, J; Rinvolucri, M
Well Said! Advanced Oral English
Evans. £1.50

Lively oral practice material. 23 units providing 2-3 hr class and lang. lab work. Practice - register, sensitive aural comprehension, role playing, creation of dialogues arising from given situations and oral composition. Drills and follow-up work to give practice.

*Bennett, M
Points Overheard
Macmillan. Students' Book, Teachers Book, Students' Comprehension Texts. Tapes.

Selection of 15 spontaneous discussions on general themes - travel, war, pollution - for listening practice and discussion work. Multi-choice questions and discussion questions.

*Binham, P; Murray, J
Speak Up. A guide to International Communication in English. Book 80p. Tape
Evans

Dialogues and follow-up exercises to help advanced students develop oral fluency. Most chapters begin with a dialogue which provides information for a discussion. The dialogues are reinforced and exploited by Follow-Up and Project exercises. An accompanying tape contains the dialogues and additional exercises. Other exercises include acting as a group leader, acting out a play, radio reporting and writing dialogues.

ii Peterson and others
Heinemann Educational Books
Book 1: Work and Leisure. 64pp. 23 photographs and line drawings. 70p

Comprehension Practice for Proficiency.
Thirteen passages with exercises and general comprehension, vocabulary, and language composition and discussion. Topics include: 'Work Is', 'Leisure Is', 'Marriage and Money', 'Job: Employment Agency Counsellor'. One-example test paper for reading comprehension. Key to answers. Level - post First Cert leading to Proficiency.

Book 2. Our Environment: slightly higher level. 75p.
More open-ended discussion and composition work.

*Black, C
Advanced Listening Comprehension
Evans. Book, 80p. Tape

Collection of recorded passages. Prepared for advanced students whose ability in understanding the spoken word does not match their ability to comprehend written English. Ten programmes on tape representing a variety of spoken English increasing in difficulty. Subjects covered include: Dreams, The Growth of Conscience, Dependence in the Infant. Book contains transcripts and comprehension questions.

Templer, J C; Nettle, K
Oral English Proficiency Tests
Heinemann. Students' Book, 65p. Teachers' Book, £1.50. Tape, £5.00

Part 1 contains photographs, dialogues and social situations, Part 2 multi-choice questions for listening comprehension. Teachers' Book contains all students' book material plus questions and discussion topics on the photographs, specimen responses to the situations, listening comprehension passages and key to multi-choice questions.

* forthcoming titles
i titles also suitable for Proficiency
ii titles also suitable for 1st Certificate

## CHILDREN'S COMICS

In response to requests we receive for information about children's comics we are printing a list of those comics and pop magazines currently available. Prices in the UK range from 4p to 12p with the exception of some pop magazines which are more expensive. The publishers' or distributors' addresses are given below. The age range stated is an indication of the maturity and reading ability of the projected native-speaker reader. With young learners the comics could be used as a pictorial stimulus to oral composition and story-telling. For instance, the comic strips could be cut up and arranged in a story sequence with the words blanked out. With guidance the children could then retell the

*Binham, P; Murray, J
Speak Up. A guide to International Communication in English. Book 80p. Tape
Evans

Dialogues and follow-up exercises to help advanced students develop oral fluency. Most chapters begin with a dialogue which provides information for a discussion. The dialogues are reinforced and exploited by Follow-Up and Project exercises. An accompanying tape contains the dialogues and additional exercises. Other exercises include acting as a group leader, acting out a play, radio reporting and writing dialogues.

ii Peterson and others
Heinemann Educational Books
Book 1: Work and Leisure. 64pp. 23 photographs and line drawings. 70p

Comprehension Practice for Proficiency.
Thirteen passages with exercises and general comprehension, vocabulary, and language composition and discussion. Topics include: 'Work Is', 'Leisure Is', 'Marriage and Money', 'Job: Employment Agency Counsellor'. One-example test paper for reading comprehension. Key to answers. Level - post First Cert leading to Proficiency.

Book 2. Our Environment: slightly higher level. 75p.
More open-ended discussion and composition work.

*Black, C
Advanced Listening Comprehension
Evans. Book, 80p. Tape

Collection of recorded passages. Prepared for advanced students whose ability in understanding the spoken word does not match their ability to comprehend written English. Ten programmes on tape representing a variety of spoken English increasing in difficulty. Subjects covered include: Dreams, The Growth of Conscience, Dependence in the Infant. Book contains transcripts and comprehension questions.

Templer, J C; Nettle, K
Oral English Proficiency Tests
Heinemann. Students' Book, 65p. Teachers' Book, £1.50. Tape, £5.00

Part 1 contains photographs, dialogues and social situations, Part 2 multi-choice questions for listening comprehension. Teachers' Book contains all students' book material plus questions and discussion topics on the photographs, specimen responses to the situations, listening comprehension passages and key to multi-choice questions.

*  forthcoming titles
i  titles also suitable for Proficiency
ii  titles also suitable for 1st Certificate

## CHILDREN'S COMICS

In response to requests we receive for information about children's comics we are printing a list of those comics and pop magazines currently available. Prices in the UK range from 4p to 12p with the exception of some pop magazines which are more expensive. The publishers' or distributors' addresses are given below. The age range stated is an indication of the maturity and reading ability of the projected native-speaker reader. With young learners the comics could be used as a pictorial stimulus to oral composition and story-telling. For instance, the comic strips could be cut up and arranged in a story sequence with the words blanked out. With guidance the children could then retell the stories and make up suitable dialogues. A further point of interest is that many of the comics have readers' clubs which in turn might provide a stimulus for letter-writing.

### Girls and boys

B. Little Star, Twinkle, 3-6 years
C. Pippin, Playland, 3-6 years
A. Donald & Mickey, Jack & Jill, Playhour, 4-7 years
E. Animal Ways, 6-14 years
C. TV Comic, 8 years +
F. Junior TV Times 'Look In'
B. Dandy, Beano, Sparky, Beezer, Topper, 11 years +

### Girls

A. Bonnie, 4-7 years
B. Bunty, Judy, Mandy, Debbie, 6-10 years
A. Jinty, Tammy & June, 8-13 years
B. Diana, Jackie, 9-13 years

### Boys

A. Buster & Jet, Scorcher, Tiger & Jag, Valiant & Lion, 7-15 years
A. Whizzer & Chips, Whoopee, Shiver & Shake, 8-12 years
D. Spider Man, Avengers, Marvel, 8-12 years
B. Wizard, Hotspur, Victor, Hornet (Thompson's Boys' Papers)

### TEENAGE MAGAZINES

H. Mates, Fabulous 208, Mirabelle, girls 13-16 years, pop, fashion, romance.
H. Music Star & Pink, girls and boys 9-16 years, pop, general
K. Look & Learn, World of Wonder, girls and boys 9-16 years, informative, adventure, war
K. Shoot, boys 9-16 years, football
L. Speed & Power, boys 9-16 years, informative, transport
D. Rolling Stone (USA), late teens and young adults, pop, political

### TEENAGE POP MAGAZINES

H. Osmond's World, informative for Osmond fans
I. Disc
I. Melody Maker
J. New Musical Express
M. Disco 45, words of latest hits.
N. Words, words of latest hits.
O. Story of Pop (40 weekly parts starting January 1975)
P. David Cassidy Magazine, informative for Cassidy fans
D. Record & Pop Swop Mirror.

### ADDRESSES

A. IPC Children's comics, Fleetway House, Farringdon Street, London EC4.
B. D C Thomson & Co Ltd, 12 Fetter Lane, London EC4
C. Model & Allied Publishers Ltd, 13-45 Bridge Street, Hemel Hempstead, Herts.
D. Spotlight Publications Ltd, Spotlight House, 1 Benwell Road, London N7.
E. RSPCA. The Causeway, Horsham, Sussex RH12 1HG.
F. TV Times, 247 Tottenham Court Road, London W1.
H. IPC Young Market Magazines, Fleetway House, Farringdon Street, London EC4

many of the comics have readers' clubs which in turn might provide a stimulus for letter-writing.

### Girls and boys

B. Little Star, Twinkle, 3-6 years
C. Pippin, Playland, 3-6 years
A. Donald & Mickey, Jack & Jill, Playhour, 4-7 years
E. Animal Ways, 6-14 years
C. TV Comic, 8 years +
F. Junior TV Times 'Look In'
B. Dandy, Beano, Sparky, Beezer, Topper, 11 years +

### Girls

A. Bonnie, 4-7 years
B. Bunty, Judy, Mandy, Debbie, 6-10 years
A. Jinty, Tammy & June, 8-13 years
B. Diana, Jackie, 9-13 years

### Boys

A. Buster & Jet, Scorcher, Tiger & Jag, Valiant & Lion, 7-15 years
A. Whizzer & Chips, Whoopee, Shiver & Shake, 8-12 years
D. Spider Man, Avengers, Marvel, 8-12 years
B. Wizard, Hotspur, Victor, Hornet (Thompson's Boys' Papers)

### TEENAGE MAGAZINES

H. Mates, Fabulous 208, Mirabelle, girls 13-16 years, pop, fashion, romance.
H. Music Star & Pink, girls and boys 9-16 years, pop, general
K. Look & Learn, World of Wonder, girls and boys 9-16 years, informative, adventure, war
K. Shoot, boys 9-16 years, football
L. Speed & Power, boys 9-16 years, informative, transport
D. Rolling Stone (USA), late teens and young adults, pop, political

### TEENAGE POP MAGAZINES

H. Osmond's World, informative for Osmond fans
I. Disc
I. Melody Maker
J. New Musical Express
M. Disco 45, words of latest hits.
N. Words, words of latest hits.
O. Story of Pop (40 weekly parts starting January 1975)
P. David Cassidy Magazine, informative for Cassidy fans
D. Record & Pop Swop Mirror.

### ADDRESSES

A. IPC Children's comics, Fleetway House, Farringdon Street, London EC4.
B. D C Thomson & Co Ltd, 12 Fetter Lane, London EC4
C. Model & Allied Publishers Ltd, 13-45 Bridge Street, Hemel Hempstead, Herts.
D. Spotlight Publications Ltd, Spotlight House, 1 Benwell Road, London N7.
E. RSPCA. The Causeway, Horsham, Sussex RH12 1HG.
F. TV Times, 247 Tottenham Court Road, London W1.
H. IPC Young Market Magazines, Fleetway House, Farringdon Street, London EC4

I. IPC Professional & Specialist Press, 161-166 Fleet Street, London EC4.
J. IPC, 128 Long Acre, London WC2.
K. IPC Juveniles' Weeklies, Fleetway House, Farringdon Street, London EC4.
L. IPC, Dorset House, Stamford Street, London SE1.
M. Trevor Bolton Partnerships, Little Castlemans, Stream Lane, Sedlescombe, Sussex.
N. Felix McGlennon Ltd, 44 Bedford Row, Holborn, London WC1.
O. Phoebus Publishing Co, St Giles House, 49-50 Poland Street, London W1.
P. David Cassidy Magazines, 58 Parker Street, London WC2.